

Department of State

Bureau of Educational and Cultural Affairs (ECA) Notice of Funding Opportunity

(NOFO): FY 2022 Kennedy-Lugar Youth Exchange and Study (YES) Program Overseas Components

Announcement Type: New Cooperative Agreement

Funding Opportunity Number: SFOP0008758

Assistance Listing (formerly CFDA) Number: 19.415

Key Date/Application Deadline: May 20, 2022

Executive Summary: The Office of Citizen Exchanges, Youth Programs Division, of the Bureau of Educational and Cultural Affairs (ECA) announces an open competition for a cooperative agreement to manage the FY 2022 Overseas Components of the Kennedy-Lugar Youth Exchange and Study (YES) program. The YES program advances the U.S. foreign policy goals of engaging youth populations and building civil society by providing in-person, academic-year exchanges, and building lasting ties between foreign and U.S. high school students and the communities that host them. The program consists of two exchange programs: (1) the “YES inbound” program that brings international high school students to the United States, and (2) the “YES Abroad” program that sends American high school students to select YES countries. The FY 2022 Overseas Components cooperative agreement will fund the recruitment, selection, orientation, travel, liaison activities with natural parents, and alumni support. This award will also fund the placement and support of American participants abroad. *

U.S. public and private non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3) may submit proposals to: (1) recruit and select international students from designated countries (referred to herein as “inbound” participants) and American students (referred to herein as “YES Abroad” participants); (2) identify host families and schools, and provide programs and support to American participants in approximately 14 countries overseas; (3) provide orientations to all groups; (4) coordinate travel and logistics; (5) liaise with U.S. embassies and natural families; and (6) provide follow-on alumni programs that promote civil society, leadership, and mutual understanding. ECA intends to award one cooperative agreement for approximately \$16,911,400, pending the availability of FY 2022 funds.

(*NOTE: Placement and support of the international students coming to the United States will be conducted under separate awards through the Kennedy-Lugar Youth Exchange and Study (YES) Placement Components. The relationship and interactions among award recipients is explained further under section A. Program Description.)

Only *one* proposal will be considered by ECA from each applicant organization. In cases where more than one submission from an applicant appears in grants.gov, ECA will *only* consider the submission made closest in time to the NOFO deadline; that submission would constitute the one and only proposal ECA would review from that applicant.

A. Program Description:

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is ‘to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries...; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations...and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world.’ The funding authority for the program above is provided through legislation. It is anticipated that partial funding will be provided through FY 21/22 Economic Support Funds (ESF) for Pakistan to support the YES program for participants from Pakistan.

The YES inbound program advances U.S. foreign policy goals and provides scholarships for approximately 800 high school students from countries with significant Muslim populations to the United States to spend an academic year (with the exception of students from Malaysia who participate only in the spring semester due to the school year cycle in their home country) in the United States. Students live with host families, attend high school, engage in activities to learn about American society and values, acquire leadership skills, and educate Americans about their countries and cultures.

The YES Abroad program provides scholarships for approximately 65 American high school students and recent graduates from the United States to study abroad in select YES countries for an academic year.

ECA has provided funding for the YES inbound since FY 2003 and for the YES Abroad program since FY 2009.

Participating countries and their prescribed allotments are outlined under the Recruitment Targets section that follows.

Under the FY 2022 Overseas Components cooperative agreement, the recipient will be responsible for recruitment, selection, orientation, travel, liaison with natural parents, alumni support, and the placement and support of American participants abroad. Note that inbound participant placement and support in the United States will be conducted under separate awards as explained below.

Under the terms of the program, all participants must return to their home countries following the conclusion of their exchange programs. For the international students, the award recipient is expected to assist and represent the U.S. Department of State in adhering to all requirements and regulations of the J-1 Secondary School Student visa program. (See https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=1bc531bf257789e45b3049bff8b50d64&r=PART&n=22y1.0.1.7.3.5#se22.1.62_125) In conducting the YES Abroad program, which is not subject to J-1 visa regulation, the recipient will be expected to uphold similar standards to ensure the safety and well-being of participants.

The award recipient organization will be expected to conduct broad outreach and recruitment that addresses priorities of the U.S. Department of State and the U.S. embassies abroad for both programs. The Department seeks to include students with disabilities and of diverse national, ethnic, religious, and socio-economic backgrounds. The recipient will select participants for the program on the basis of merit and personal character. In consultation with ECA, you will establish methods and minimum English language test scores and minimum academic standards to ensure that students will meet U.S. high school enrollment requirements. You will administer a series of tests and activities and in-person interviews in order to evaluate applicants on their ability to adjust to new cultures. In consultation with ECA and the U.S. embassies for the international students, you will establish citizen/residence requirements for students in the country of their recruitment.

You will conduct activities for YES inbound students as outlined in detail below in direct coordination with U.S. Placement Organizations (POs) responsible for placement and support of these students working under separate placement awards. It is imperative for the success of the participants and the program that your organization work efficiently with ECA and the POs throughout the duration of the award. While your organization will be responsible for the coordination of many overarching activities involved in the implementation of the YES program, the POs will recruit, screen, and select and vet U.S. host families for participants; select schools and secure school enrollments for participants; conduct in-person host family and student community-based orientations; monitor and support students throughout the school year; and organize enhancement activities for students. Under this award, your organization will maintain an Operational Guidelines manual for POs that gives them instructions to ensure the smooth coordination of tasks.

Note: Under the terms of the FY 2022 Cooperative Agreement, the recipient organization will be responsible for administering full study abroad scholarships during academic year 2023-2024. The proposal should demonstrate flexibility and creativity in program administration given the ongoing global crisis presented by the COVID-19 pandemic. This crisis may create significant challenges to normal or routine program administration in all areas, including recruitment, selection, logistical arrangements, on-program activities, and alumni activities. When appropriate, applicants should discuss areas of possible impact and present alternatives to normal program operations to mitigate further program disruption.

Applicant organizations should include in the proposal submission provisions for virtual activities for all participants, if conditions warrant. The proposal should include tentative dates and topics for virtual activities.

YES Program Goals

The overall goals of the YES programs are to:

1. Promote better understanding by participating youth from the United States and selected countries about host society, people, institutions, values, and culture;
2. Foster lasting personal and professional ties;
3. Advance mutual understanding, respect for diversity, leadership skills, and understanding of civil society during the exchange experience and beyond; and,
4. Enhance understanding of other countries and cultures among American host communities and improve realistic understanding of American values in host and alumni communities abroad.

The following outcomes will indicate a successful exchange:

- YES inbound participants will develop an appreciation for U.S. culture, an understanding of the underlying values and diversity of U.S. society, and increased tolerance and respect for others with differing views and beliefs. Conversely, YES Abroad participants will develop an appreciation for their host cultures and increased tolerance and respect for others with differing views and beliefs.
- YES and YES Abroad participants will share with their hosts and others about the cultures of their home countries.
- YES and YES Abroad participants will interact with their host communities and generate enduring ties.
- YES inbound participants will acquire an understanding of important elements of a civil society. This includes concepts such as volunteerism, the idea that U.S. citizens can and do act at the grassroots level to deal with societal problems, and an awareness of and respect for the rule of law. YES Abroad participants will share and demonstrate these ideals of U.S. civil society in their host communities.
- YES and YES Abroad participants will gain leadership skills that will enable them, as YES and YES Abroad alumni, to initiate activities in their home countries that focus on development and community service.

Program Timetable

Funding for the YES inbound program will support 2023-2024 academic year exchanges taking place between August 2023 and June 2024, except for students from Malaysia where the academic calendar will only allow for a spring semester program. All students must be enrolled in accredited U.S. schools and placed with host families. Funding for YES Abroad will support academic year exchanges between July 2023 and June 2024 with specific dates depending on the host countries' academic schedules. A notional timetable follows:

- July 15, 2022: Cooperative Agreement awarded
- Spring 2022-Late 2022: Student outreach and recruitment conducted
- January-February 2023: Selection of inbound student finalists and alternates
- January-February 2023: Annual meeting of YES program implementers in Washington, D.C.
- February-April 2023: Inbound students' applications submitted to POs (September-November 2023 for spring semester students)

- March-April 2023: YES Abroad students selected
- June-August 2023: Pre-Departure preparation and student orientations
- July-August 2023: Staggered YES Abroad student travel YES Abroad host family and school placement information to be submitted two weeks prior to departure
- August 2023: Staggered inbound student travel
- August 2023: Arrival workshop for YES inbound students with disabilities
- Late August 2023: All placement information (host family names and addresses, confirmed school enrollments, etc.) to be submitted to Department of State for inbound students by August 31, 2023.
- August-Early September 2023: Post-Arrival orientations for YES Abroad students
- January 2024: Arrival of Malaysian students
- Late January 2024: All placement information (host family names and addresses, confirmed school enrollments, etc.) to be submitted to Department of State for inbound Malaysian semester students by January 31, 2024
- Spring 2024: Civic Education Workshop for approximately 100 selected YES inbound students
- June 2024: Re-Entry orientations and return travel
- June 2024-Summer 2025: Alumni programming
- September 30, 2025: Cooperative Agreement end date

Recruitment Targets

The recruitment targets for each country are tentative, represent recruitment goals only, and may differ from finalist allocations. Finalist allocations are ultimately dependent on the availability of funding, legislative mandate, policy considerations, security situations, applicant pools, and PO placement commitments. For planning purposes, use the following country targets which are based on approximately 800 total inbound participants and are subject to change. The proposal should demonstrate current capacity to recruit these target numbers in these countries.

YES Inbound Program

Albania (11)	Kenya (18)	Pakistan (70)
Bahrain (9)	Kosovo (11)	Philippines (27)
Bangladesh (26)	Kuwait (10)	Saudi Arabia (10)
Bosnia and Herzegovina (11)	Lebanon (27)	Senegal (13)
Bulgaria (11)	Liberia (9)	Sierra Leone (9)
Cameroon (9)	Libya (10)	South Africa (14)
Egypt (45)	Malaysia (36)	Suriname (6)
Gaza (18)	Mali (13)	Tanzania (18)
Ghana (19)	Morocco (20)	Thailand (15)
India (36)	Mozambique (9)	Tunisia (36)
Indonesia (72)	Nigeria (18)	Turkey (52)
Israel (Arab Communities) (17)	North Macedonia (11)	West Bank (27)
Jordan (27)		

YES Abroad students should be assigned fairly evenly among host countries, with no fewer than three students initially assigned to each of the following countries:

YES Abroad Program

Bosnia and Herzegovina	Indonesia	Philippines
Bulgaria	Jordan	Senegal
Egypt	Malaysia	Thailand
Ghana	Morocco	Turkey
India	North Macedonia	

Note: The Bureau reserves the right to reduce, revise, or increase proposed project configurations, budgets, and participant numbers in accordance with the program's needs and the availability of funds. In addition, the Bureau reserves the right to adjust and/or add host countries should conditions change in a host country and/or if other countries and/or regions are identified as viable alternatives and/or Department priorities. You must propose how to recruit the target number in each of the countries listed, assuming conditions permit recruitment in each country, and you may not deviate from the recruitment targets without prior written approval from the Program Office.

A1. Recipient Responsibilities

The following general responsibilities apply to both the YES inbound and YES Abroad programs.

1. U.S. Department of State and Embassy Liaison and Consultation

Your organization will work closely with the ECA Program Office in carrying out all aspects of the programs. At times of heightened activity, you should anticipate the likelihood of daily communication to coordinate efforts and share information. It will be imperative that you delineate clear points of contacts for various functions and establish appropriate chains of communications for any situation.

Ensure that all overseas program representatives establish a positive and effective working relationship with the respective U.S. embassy's/consulate's Office of Public Affairs/Public Affairs Section (OPA/PAS). Meet with OPA/PAS of each U.S. embassy within 30 days of the award to discuss the geographic and other priorities for student recruitment in each country, and, if applicable, the processes for placement of YES Abroad participants. Promptly notify ECA of any embassy requests that impact budget or capacity concerns. Summarize the results of these meetings and subsequent similar meetings for submission to the ECA program office, as requested.

Facilitate OPA/PAS involvement in recruitment, selection, orientations, and alumni activities, as well as briefings and joint activities for YES Abroad students, as determined through discussions between your organization's in-country representatives and OPA/PAS. During the program-planning phase, implementing organizations should discuss and obtain any requested concurrence on the placement of YES Abroad students, if applicable, including the locations of

host family or other long-term accommodations, including regions, neighborhoods, etc., and schools.

Maintain an open consultative relationship with OPA/PAS and ECA program office. Your organization must have at least monthly contact with OPA/PAS personnel regarding recruitment and selection, security, travel, student issues, advance invitation to orientations, alumni activities, and/or other matters that may be of concern. This includes informing them of student successes. In situations where the political situation prevents or limits your organization's implementation of program activities within a particular country, make special provisions to conduct program functions. Conduct all these functions efficiently and cost-effectively.

2. Overseas Infrastructure and Communications

Maintain the appropriate infrastructure in participant countries to carry out the in-country functions of a youth exchange program. The ongoing communications with natural parents, follow-on activities with alumni, and relations with foreign government officials all require that your organization maintain a year-round presence in participant countries.

3. Issuing DS-2019 Forms and Adherence to J-1 Visa Exchange Visitor Program Regulations

Designate an Alternate Responsible Officer (ARO) and a back-up for compliance with all relevant Student Exchange Visitor Information System (SEVIS) requirements, including issuing DS-2019 forms for international participants and alternates (all international participants will travel on a U.S. government designation for the J-1 Visa Exchange Visitor program); creating and updating inbound participants' SEVIS status and maintaining all SEVIS records; and submitting placement reports and change of placement reports to ECA's Youth Programs Division's Responsible Officer. Provide assistance to ECA with SEVIS-related matters as requested.

4. Program and Promotional Materials

Design and develop materials that support all components of the program and inform and orient program constituents overseas and in the United States (i.e., application forms and resources; participant, host family, and school administrator handbooks; operational guidelines; pre-departure orientation materials; etc.). ECA may request that additional program materials be developed as deemed necessary. Whenever possible, current materials should be amended to fit changing needs and circumstances overseas and in the United States.

Brand the programs as U.S. Department of State programs and adhere to the Communications Guidance for ECA Grant Recipients at <https://eca.state.gov/comms-guidance> in all official documents and materials developed for promotional purposes. Coordinate all program and promotional material development with and obtain clearances from ECA prior to publication and distribution. Unless a waiver is granted, materials will display the American flag and the U.S. Department of State seal. The Bureau will retain copyright use of and may distribute materials related to these programs. Your organization must also communicate with POs and ECA to coordinate information for program websites.

5. Online Presence

Social Media, Mobile Technologies, and Department of State Online Communities

Dedicate staff to coordinate information for program websites and maintain online program webpages that market the program; disseminate information to U.S. and foreign publics; serve as a secure participant application and resource tool for students; and develop and implement strategies for the effective use of mobile technologies and other social media, including Facebook, Twitter, Instagram, and platforms for blogging, to promote the programs.

U.S. Department of State Web Resources

Outreach Resources: Support ECA promotional campaigns by providing information to ECA and updating promotional materials as needed.

Develop and implement a strategy to leverage mobile and online technologies and networks, and the Department's digital properties, in consultation with ECA's Program Office and in coordination with its Alumni Affairs and Web and Social Media teams, as appropriate. These may include the International Exchange Alumni website, Facebook, Twitter, and other platforms that are key resources to promote the program, augment the impact of the in-person exchange, and engage program alumni.

Online Communities: All organization staff, program personnel, and regional and local volunteers associated with the YES and YES Abroad programs are expected to be knowledgeable about the Department of State's resources including but not limited to alumni.state.gov, and to facilitate member registration on the website.

6. YES Program Implementers' Workshop

Design and implement an annual in-person workshop for YES partnering implementers and representatives to include approximately 20-25 U.S. and 40-60 foreign recipient staff from the YES program countries. A virtual format may be considered as an alternative if conditions to do allow for an in-person event. The purpose of the workshop is to discuss and plan program strategies for all aspects of YES program management. Focus should be placed on learning and sharing best practices, standardizing procedures and documents wherever possible, increasing cross-border collaboration, and improving communication processes. Live-streaming or recordings of the content, or other alternatives, are encouraged to allow for greater participation.

7. Personally Identifiable Information (PII)

In the course of any activities involving the gathering and maintaining of records of personal information, develop and ensure appropriate protocols and processes to protect personally identifiable information (PII) of individuals, including applicants, participants, alumni, host families, staff, and volunteers associated with the program. Ensure staff members who handle records containing PII adhere to legal, regulatory, and Department of State policy requirements regarding privacy. Take appropriate action when you discover or suspect failure to follow the rules of behavior for handling PII. Conduct an administrative fact-finding task to obtain all pertinent information relating to a suspected or confirmed exposure of PII. Implement rules of behavior for handling PII. Ensure staff members receive the training necessary to safeguard PII.

Notify and cooperate with ECA's Grants Office to properly escalate, refer, and respond to a data exposure.

8. Medical Screening

Arrange in-country medical clearances to ensure that students are healthy and have immunizations necessary for program participation prior to leaving their home countries. Review medical documents in the United States to confirm that all requirements have been met. To the extent possible, identify and inform the ECA Program Office of pre-existing physical and mental health conditions that may have implications for insurability and student support in the United States. Perform a special review that includes ECA staff, carried out by a medical doctor, to confirm that applicants with disabilities are medically fit to travel and participate in the program.

9. Travel

Arrange roundtrip international airline tickets, originating from students' home communities in all participating countries to students' host communities, and assist with passports and visas. Arrange travel in the most efficient and cost-effective manner possible, in accordance with the Fly America Act and all other USG travel regulations. Select adult flight leaders for their ability to manage a group of teenage travelers and provide training for flight leaders to ensure their competence and independence while traveling. When possible, you are encouraged to assign as escorts staff or alumni who can also serve as trainers and facilitators at orientations. Alternatively, escorts might attend meetings and/or engage in representational activities that support the YES and YES Abroad programs.

Develop detailed written standard travel procedures, with POs' input, for YES inbound participants. Procedures should detail how group flights are scheduled, how individual students are assigned to a flight, how date-change requests from POs should be made, and how and when itineraries will be provided to POs. Travel must include domestic travel from and to locations that are outside main capital cities, i.e., full roundtrip itineraries. These procedures should also explain PO travel obligations, including the deadline by which arrival airport codes are due from the POs. Present a detailed description of the support provided to students while they are enroute, including airport staffing and emergency communication procedures.

Coordinate travel for students who are unable, for any reason, to travel with an escorted group, including those who are repatriated prior to the end of the exchange. Budget for escorted travel of approximately twelve (12) individual students returning early from the YES inbound or YES Abroad programs when the escort is deemed necessary due to health, behavior, or security risk. Coordinate beginning and end-of-program travel dates prior to making commitments and contracts with travel agencies or program venues for both YES inbound and YES Abroad with ECA.

Note: It is ECA's intent that applicants and their natural families incur minimal out-of-pocket costs related to their application or participation, whether or not they are selected for the YES program. Students will receive stipends from their POs for pocket money during the program.

The award recipient and sub-award recipient(s) should not charge students or their parents for application or program fees.

Student Travel Documents

Obtain, and retain for three years, copies of the following documents for each program participant:

- Name/photo page of international passport;
- Visa page in passport; and
- DS-2019 with stamp issued at U.S. port of entry (for YES inbound students).

10. Student and Alumni Highlights

Provide timely reports of significant participant and alumni accomplishments demonstrating program impact.

11. On-Program Student Support Liaison

Designate a staff member(s) as a “Student Support Liaison” to serve as a point of contact for ECA on all YES inbound and YES Abroad student support issues. The liaison is also a channel of communication between the POs and the Overseas Partners for YES inbound students, and you will consult with ECA Program staff about this role.

12. Additional Support for Students and Alumni with Disabilities

Designate a staff member to have primary responsibility for working with students with disabilities. The responsibilities of this person will include, but not be limited to, developing a strategy and staff expertise in recruiting and supporting students and alumni with disabilities; providing resources and overseeing identification and procurement of reasonable accommodations (equipment, materials, and services); developing training opportunities for program implementers; coordinating placement needs assessments for POs; and coordinating orientation of students upon arrival.

13. Communication of Student Concerns

Provide on-program support for YES Abroad students and communication with natural families and overseas placement partners. For international participants, in coordination with POs, provide communication about students’ well-being to Recruiting Organizations (ROs) and their natural families. Efforts must correspond to the Federal Regulations as outlined in 22 CFR 62 and should be closely coordinated with ECA’s Program Office. Report immediately to the ECA Program Office any situation that affects the safety, health, or well-being of a participant, or any student disciplinary action at the second warning/probation level that could ultimately result in the student’s repatriation. Only the ECA Youth Programs Division can make the decision to terminate the program and repatriate a student; under no circumstances will the organization, its employees, volunteers, or third parties acting on its behalf inform participants that they will terminate a student’s program and repatriate them without specific directions from the ECA Program Office.

14. Communication with Natural Families

Communicate and liaise with the students' natural families during the program year. A student's family must be informed in a timely manner of problems that arise with the student, including academic deficiencies, behavioral concerns, health and safety issues, transfers to a new host family or school, and any situations that may necessitate early termination from the program. Provide on-program support for students, staff, and volunteers in dealing with natural parents about student problems that arise during the program.

15. Student Likeness (Photo and Video) Usage

Request and maintain documentation of permission from each student and their natural family (if a minor) to have photographic or video images of the student taken and reproduced in ECA-approved printed and electronic promotional materials.

16. Alumni Programming Coordination

Organize and facilitate alumni activities that promote YES program goals and coordinate participation and travel of alumni as needed to increase inclusiveness and outreach. Provide opportunities and training for alumni to reinforce skills learned on program and apply them at home. Maintain a database to track alumni that must be compatible with ECA's database systems and must be shared with the State Alumni Office as well as the respective U.S. Embassies. Collaborate with organizations that may conduct other ECA-funded workshops or programs for YES students or alumni. Inform students/alumni about and provide instruction on registering on ECA's International Exchange Alumni website. Your organization's representatives in each country should support alumni in maintaining or, where feasible, assist returned students in forming YES Alumni associations to help organize their efforts.

Coordination of Additional Alumni Opportunities

Develop and provide additional activities as resources allow, as an important way of keeping alumni involved in the program and sharing their U.S. experience. These activities should include:

- a. A small grants competition for which alumni may submit proposals for group and individual grants to execute a project that advances YES program goals in their home country. These and other alumni competitions should be publicized widely throughout all YES countries to reach as many alumni as possible.
- b. YES alumni workshop(s) for competitively selected alumni from the YES inbound and YES Abroad programs as well as webinars and other online training resources that can reach larger alumni audiences. Such workshops and online resources should be developed on themes relevant to program goals or U.S. Department of State foreign policy objectives such as alumni association development, leadership, civic awareness, social media for social causes, support for people with disabilities, etc. When developing alumni workshops that are for small, select groups, follow-on plans should include sharing information learned to a larger alumni audience. Strategies may include but are not limited to written reports, presentations, and training-of-trainers activities. Workshops should have clear and substantive purposes, with measurable outcomes and results and clear follow-on activities.
- c. An alumni photo and video contest to build a multimedia reserve to publicize and market the YES and YES Abroad programs.

- d. Collaboration with U.S.-based organizations that conduct activities such as the *Global Village for Future Leaders of Business and Industry*.

Alumni Resources Positions

Coordinate with overseas representatives and ECA to select successful alumni from any program year of the YES and YES Abroad programs to participate in various events in the United States. Budget for travel to and within the United States and accommodations for select alumni to participate in events such as arrival orientations, re-entry workshops, Civic Education Workshops, broader State Alumni events, PO Coordinator trainings, national teacher and school administrator conferences, ECA YES program presentations, YES Abroad pre-departure orientations, etc.

17. Information Management

Maintain a student placement information database accessible to ECA and POs and that is compatible with ECA's database for quick uploading of information; track applicants through the stages of recruitment and through their selection as finalists, their placement, and their transition to alumni status. Regularly maintain and update for accurate report generation. Data should be available in a format that can be shared with ECA databases. Staff should access records on a "need to know" basis and only for those records that are specifically relevant to the performance of their official duties. Database staff should not disclose sensitive PII to individuals or outside entities unless they are authorized to do so as part of their official duties and doing so is in accordance with the provisions of the Privacy Act of 1974, as amended, and Department of State privacy policies. Data should not be corrected, altered, or updated in official records except when necessary, as part of staff's official duties.

18. Financial Management

Manage fiscal data and accounting for award funding, as required by federal law, including cost-sharing and any funds provided to approved sub-award recipients, as applicable.

19. Sub-award Management

If sub-award recipients are involved, ensure that sub-recipients have received a copy of the parts of the POGI that are relevant to their duties and are versed in all requirements of the POGI, your organization's expectations, J-1 visa regulations, and OMB Guidance 2 CFR Parts 200 and 600. Provide oversight to sub-recipients to ensure quality performance of the duties covered in their sub-awards.

20. Evaluation

See Section D.10. Program Performance Monitoring and Evaluation (M&E).

Specific Responsibilities for YES Inbound Program

1. Recruitment and Selection

Develop an outreach plan that addresses country-specific interests of the U.S. mission and will aid in recruiting a pool of students that in most cases will reflect the diversity of the country. Outreach may be conducted at any time during the activity period of this award. Recruit and

screen applicants and select YES finalists and alternates through an open, transparent, merit-based competition. Develop a standard recruitment and selection process to use in all countries and maintain statistics at each stage by country, region, diversity factors, gender, and prior participation in the Access Microscholarship Program. Application forms used in all countries must be uniform except for country-specific requirements that should be kept separate from the standardized application form. Application fees are not allowable. The recruitment process must be open to make it possible for any student who meets the eligibility criteria to apply and must seek to represent a diverse applicant pool. A special recruitment effort should target eligible individuals with significant physical disabilities. Students with special needs (e.g., asthma, diabetes, etc.) should also be identified as should students needing additional pre-program English language instruction.

Ensure that all finalists meet established age, academic, and English proficiency requirements to facilitate enrollment in U.S. high schools. Finalists should reflect the cultural, ethnic, national, and geographic diversity of the country from which they are selected, as well as gender diversity, though precise balance with a country's population demographics is not required. However, in some cases, ECA and/or the U.S. Embassy may advise that U.S. interests necessitate a focus on particular populations. Finalists must generally be citizens or permanent residents of the countries from which they are chosen. ECA must approve the selection of all non-citizens, including permanent residents, or provide general guidance to be followed in particular countries. Given budget constraints and/or security concerns, it may not be possible to conduct recruitment activities in all regions of each country. If necessary, in consultation with the U.S. Embassy, recruitment may focus on major population areas or specific geographic areas. Devise contingency plans for recruitment in countries where challenging governments may impede the standard selection process. Any "quota" plans for selection must be reasonable, considering all influencing factors within a country, and be approved by ECA.

Criteria for YES Inbound Students

- a. Citizen or a permanent resident of the country of application;
- b. Ages 15-18.5 at the program start date (specific age requirements may be set in each country based on local educational system restrictions);
- c. Sufficient ability to speak and study in English; the recipient must be familiar with English language testing resources and general levels required for U.S. high school admission, and establish minimum test scores to be met by all selected students;
- d. Preference will be given to applicants who have spent more than 50% of the last five years in the country of application;
- e. Preference will be given to applicants who have not previously studied in the United States;
- f. Commitment to cultural immersion in the United States through a home-stay experience;
- g. Ability to meet cross-cultural challenges with maturity, humor, and an open mind
- h. Plans for sharing their U.S. experience with their home school and community upon return home.

2. Recruitment and Support of Students with Disabilities

Recruit and provide necessary support and accommodation for approximately 20 students with disabilities. Students with disabilities must meet the same standards as all other applicants but may receive reasonable accommodations for testing. Implement a review process carried out by a medical doctor to adequately assess the unique needs of each student and confirm that applicants with disabilities are medically fit to travel and participate in the program. Ensure that interviews, orientations, and other pre- and post-program activities include reasonable accommodations. Coordinate student assignments with each PO to ensure that they have the resources and capacity to place and support the student(s). Provide each PO with written, detailed, and accurate support and accommodation needs assessment results for each student prior to student travel. Serve as a resource through the year in providing funds for reasonable accommodations, guidance, and assistance to POs in meeting these students' needs.

3. Arrival Orientation(s) for Students with Disabilities

Plan and develop a separate arrival workshop and assessment event(s) to take place prior to the students' arrival to their host communities, and that will include further professional review of each student to confirm and refine a support plan to be coordinated with each respective PO. Arrange associated travel for students. (Note that separate workshops for academic-year and semester students will be required.) The workshop will also present the history of the Americans with Disabilities Act (ADA) and resources available to people with disabilities in America and will provide independence training and tools for these students. Coordinate dates and location with ECA, overseas partners, and POs.

4. Pre- and On-Program English Assistance

Provide pre-program English language instruction and enhancement activities for countries where the standard of English instruction does not result in an adequate pool of qualified applicants. This pre-program English assistance also helps to ensure that the weaker language qualifications of students from more remote areas will not preclude their selection. Coordinate with ECA and each respective U.S. Embassy recruitment plans and efforts to build on existing USG-funded English language programs for youth, such as the English Access Micro-Scholarship Program, which ECA seeks to utilize as a "feeder program" to the YES program. Your proposal must suggest planned efforts to include these English-language students in YES.

While all students coming to the United States must successfully demonstrate English proficiency and pass with establish minimal English test results, it is anticipated that a smaller number may have difficulty with the immersion in their host community and classroom settings. Your organization must work with and provide funds to POs as appropriate for inbound students who the PO determines need additional English language support. Upon the request from the PO, you will coordinate with them to develop a plan for individualized to meet each student's specific needs.

5. Passports, Visa, and Other Travel Documentation

Assist all YES inbound students in obtaining passports, U.S. visas, and any necessary transit visas, in coordination with the respective U.S. embassies. Your organization must work with the U.S. embassy in each country to ensure timely processing of U.S. visas for all participants. Collect and process all student data in the Student Exchange Visitor Information System and

prepare DS-2019 forms for finalists and alternates. Maintain and update SEVIS records as required, including appropriate finalization of SEVIS records when students' programs end and for students who do not ultimately participate. Data on students must also be submitted to ECA in an Excel spreadsheet provided by ECA.

6. Coordination of Student Information and PO Assignment

Develop and implement a plan for the equitable, transparent, and timely distribution of finalist documentation to the POs, taking into consideration such factors as gender, age, country of origin, need for English language instruction, and disabilities. Ensure that placement information about host families and schools is available to overseas partners. Throughout the exchange, in coordination with POs, oversee informational changes in school or family addresses and local coordinator assignments in the program database. Your organization will be responsible for reporting such changes within ten days to ECA or as stipulated by the J-1 regulations.

7. Pre-Departure Orientations

Provide uniform pre-departure orientation (PDO) programming to prepare students for life in the United States. Uniformity is essential because it reinforces participants' identity as participants in a U.S. government scholarship program and enables the dissemination of information, policies, and procedures critical to the students' success. PDO topics should include sessions on living with a host family, American high school education, American culture and respecting cultural differences, gender roles, diversity, student safety and resources available, sexual harassment and resources available, obeying rules, personal responsibility, realistic expectations, mental health, on-program participant support, budgeting, and community service.

Invite U.S. Embassy personnel to pre-departure orientations with sufficient notice. In countries where your organization cannot conduct pre-departure orientation sessions due to security concerns, make provisions for these orientations to be conducted by U.S. embassy staff, in a neighboring country, or, with the agreement of the Program Office, in the United States immediately after the students arrive. Provide orientations for the natural parents prior to the students' departure for the United States.

Schedule pre-program activities and orientations for students with disabilities at a time that takes into account their earlier departure from their home countries.

Distribute PO-specific materials prior to or during the PDO.

8. ECA Academic Year Programs Meeting

Participate with at least one to two program representatives in the ECA academic year programs Annual Meeting to be held for two days in Washington, D.C. in early 2023.

9. Civic Education Essay Contest and Workshop

Develop and conduct a Civic Education Workshop (CEW) for approximately 100 of the participating students during the academic year in Washington, D.C. Arrange dates for the CEW in coordination with ECA for a period of seven days, including arrival and departure, during a

time when the U.S. Congress is in session. This program component should include sessions on U.S. domestic and foreign policy, the role of the media in a civil society, media literacy, citizen empowerment, volunteerism, community activism, and federalism. The workshop may also include cultural events and visit museums and monuments. Include in your proposal a description of the ways in which all students will be encouraged to share and apply what they have learned with their U.S. host and home country communities. Include the participation of several alumni to serve as mentors to enhance the students' experience. Provide a mechanism for evaluation of CEWs' impact on the students and in fulfilling YES objectives. The budget narrative should include a separate explanation of costs associated with this component.

Coordinate a competitive application and essay contest to select participants, collaborate with POs to ensure students' good standing, make final selections and arrange roundtrip transportation from the host communities to Washington, D.C., and provide room and board for students during their time in Washington, D.C. Provide ground transportation for participants in the Washington, D.C. area, including to and from area airports.

10. End-of Year Combined Re-Entry Workshops

Develop and implement multiple-country re-entry workshops in the Washington D.C. area at the end of the exchange year to include meetings with U.S. Department of State and other government officials, and topics of reverse culture shock, the U.S. Department of State's alumni programs, potential programs provided by U.S. Embassies, and skills and leadership development for becoming effective YES alumni. Dates must be coordinated with ECA's Program Office prior to reserving facilities or planning agendas to ensure coordination of official guests meeting with the students.

Specific Responsibilities for YES Abroad Program

1. U.S. Marketing

Develop and implement a comprehensive and robust outreach and marketing plan for recruitment; a program and application website; and printed informational materials, handbooks, etc. Outreach may be conducted at any time during the activity period of this award. Provide informational materials to POs upon request. (Although POs are not responsible for recruitment, ECA encourages them to distribute information and materials about the YES Abroad program.)

2. YES-specific Staff/Volunteer Training and Orientation

Ensure that all overseas implementing partner staff and volunteers who have regular contact with the YES Abroad participants have undergone screening for suitability and training. This training should be designed to provide the methods and tools necessary for monitoring, supporting, and counseling YES Abroad participants, their host families, and school personnel with sensitivity to cross-cultural issues unique to this exchange population. The training must ensure understanding of the goals, expectations, and requirements of the YES Abroad Program. Ensure the proper reporting procedures are developed and that staff and volunteers understand their roles in communication participant and placement concerns that may arise.

3. Recruitment

Develop an extensive, nationwide recruitment and selection process that seeks to achieve a strong applicant pool representing the cultural, ethnic, gender, and geographic diversity of the United States; and maintain statistics at all levels (i.e., initial applications received, full applications with essays received, interviews conducted, diversity of applicants, etc.).

4. Selection

Select finalists and alternates from a diverse pool of candidates. Implement a fair and objective multi-stage process of evaluating applications and selecting students.

Criteria for YES Abroad Students

- a. U.S. citizen
- b. At least 15 years of age but not more than 18.5 years of age as of the program start date (age range eligibility may be narrower depending upon specific country high school and MOE requirements)
- c. May not be a family member of U.S. Department of State or USAID employees or a family member of award recipient employees whose official duties involve ECA Youth Programs Division-funded programs
- d. Demonstrated maturity, good character, and scholastic aptitude
- e. Commitment to cultural immersion in a host culture through a home-stay experience
- f. Interest in learning the predominant language of the host culture
- g. Ability to meet cross-cultural challenges with maturity, humor, and an open mind
- h. Ability to develop and articulate ideas and plans for sharing their overseas experience in their U.S. home school and community

5. Community-Based Recruitment for Underserved Student Populations

Develop and implement a strategy for community-based recruitment that allows students from populations less likely to participate in exchange to learn about YES Abroad and support their access to the program. To this end, you may expand overall recruitment and marketing strategies, as well as identify a limited number of target groups, schools, or communities for these efforts for the greatest impact.

6. Pre-Exchange Student Resources

Develop and distribute language and cultural resource packets for finalists upon notification of acceptance into the program. Materials should outline the goals and requirements of the YES Abroad program.

7. Passports and Visas

Coordinate with finalists and alternates to obtain all required documents such as passports and visas, and facilitate the process to the greatest extent possible.

8. Pre-Exchange Orientations

Provide pre-program orientations prior to the students' departures. Orient host institutions, staff, families, and students about the purpose and the foreign policy context for the YES Abroad program, as well as its goals and expectations, rules, and practical information. The orientation should include an introduction to personal and cultural adjustment issues, as well as prepare

students to have an awareness of and sensitivity to aspects of their host cultures that will require their adaptation. Train host country support staff to communicate cultural differences that Americans must navigate to have a successful exchange. The students' pre-departure preparation should also include a general political, historical, educational, and cultural introduction to the host countries; information related specifically to the objectives and themes of the program; and practical/ administrative information. Prepare participants for encountering a variety of interpretations of U.S. policy positions and interpretations of U.S. history while living abroad.

8. Participant Tax Liabilities

Assume overall responsibility for compliance with all applicable tax treaties and Federal, State, and local tax withholding and reporting for American YES Abroad participants.

9. School Enrollment

Identify and enroll students in private or public high schools that enroll a high proportion of host country nationals and are accredited by the Ministry of Education of the host country. Your budget may include costs for tuition, room, and board in dormitories, if needed, with prior approval from ECA. If the only appropriate school requires dormitory living during the week, students may be placed in this setting; however, in such cases, the in-country partner must identify a suitable family who can consistently host the student on weekends and holidays in order for the student to have the cultural experience of family life.

10. Host Family Placement and Orientation

Host Family Selection:

Develop a plan for monitoring participants' safety and welfare that parallels, to the extent possible, the standards for J-1 visa regulations for international academic year participants found in 22 CFR 62. This includes, among other points, the identification and use of appropriate means of verifying the integrity and suitability of each host family.

Your budget may include reasonable stipend payments to host families to cover actual costs of food and expenses incurred by hosting a student. The location (city) and neighborhood of host-family and/or dormitory housing arrangements must be approved by the Public Affairs Section of the relevant U.S. embassy and by ECA. Provide an orientation for host families before the students' arrival that covers program goals and policies as well as cultural information to facilitate adjustment and communications across cultures.

Host Family Orientation: Prior to the student's arrival, conduct an in-person orientation for all screened and selected host families and provide them with the information and reference materials necessary to host and support a YES student. (Note: Previous interviews during the screening and selection process do not constitute this YES-specific orientation.) The YES Program Office recommends that orientations for families hosting YES students not include other non-YES host families to ensure that adequate attention is given to YES program-related and cross-cultural issues.

11. Placement Reports

Provide ECA with confirmation of Embassies' concurrence with general school and housing placement strategy and locale well in advance of program and prior to significant engagement with prospective host families and schools. Provide ECA with a detailed electronic placement report, including plotted country placement maps, prior to YES Abroad students' departures, including names of all YES Abroad program participants and host country, their host family names and addresses, name of host school, and language of instruction.

12. Arrival Orientation, Including Safety and Security Briefing

Organize an in-country arrival orientation. Orientations should take place within one month of the students' arrival, and they should address program policies, procedures, and rules, as well as the implementing organization's procedures for communicating with students and for monitoring and supporting their exchange with sensitivity to cultural issues unique to this exchange population and the host country. The orientations must ensure understanding of the goals, expectations, and requirements of the YES Abroad Program as explained in this document.

Contact the U.S. Embassy/Consulate far in advance of participants' arrival to arrange for OPA/PAS participation in the orientation and a security briefing by the embassy's Regional Security Officer (RSO) or another U.S. Embassy official, if possible. Inform participants of relevant local and country-specific information, including personal and general safety considerations, as well as emergency services offered by the Embassy to American citizens. Ensure that participants and their parents/legal guardians complete relevant consular forms and participants are registered in the U.S. Department of State's Smart Traveler Enrollment Program at <https://step.state.gov/step/>.

13. In-Country Language Program

Evaluate the language needs for participants in each country and provide language instruction that will support students in school, with host families, and in the community. Provide YES Abroad students with a minimum two-week intensive language program upon arrival in country. Include continued language and cultural education courses throughout the duration of the program as needed. Students must be offered individual language tutoring beyond the first semester if needed and/or requested. Funding may be requested for tutors/instructors, meeting space, students' travel and lodging to language course if necessary, and language learning materials and on-line courses and other resources.

14. Enhancement Activities

Design, plan, and implement an intensive and substantive extracurricular enhancement program for YES Abroad students on the concepts of mutual understanding, leadership development, and community service. Engage participants in community service activities during the program. Prepare, encourage, and track participants' sharing of their experiences after returning to the United States. Where possible, participants should interact with YES alumni, English Access Microscholarship students, and peers at America Spaces.

15. Student Support and Monitoring

During the program, maintain, at a minimum, a monthly schedule of personal contact with the YES Abroad students and host families. Ensure the schools have contact information for the

local organization representative and the program sponsor's main office. Provide ECA with immediate reports of all situations that affect the safety, health, or well-being of participants and a monthly summary of each student's adjustment, activities, and well-being. Develop reporting systems that include at minimum: 1) a brief monthly summary of program activities, challenges, and accomplishments; 2) an objective assessment of each participant's adjustment and progress; and 3) a monthly survey that students are required to complete and submit themselves. The type of system and detailed questions are left to the discretion of the organization but must be cleared through ECA.

Immediately report to ECA any incident or allegation involving the actual or alleged sexual exploitation, harassment, or abuse of an exchange student participant. Inform ECA promptly of any serious problem or controversy that could be expected to bring the U.S. Department of State or the exchange program into notoriety or disrepute.

Ensure that in-country representatives have a plan for monitoring participants on a regular basis and provide adequate support and guidance to participants during their programs. All in-country representatives must maintain, at a minimum, a monthly schedule of personal contact with the participant and regular, monthly contact with the host family, addressing legitimate concerns in a timely fashion and apprising ECA in a timely manner about significant issues. All records and data collected, including survey responses and contact information, must be maintained for a minimum of three years and be provided to ECA upon request.

16. Mid-Year and End-of-Year Orientation

Plan and implement Mid-Year and End-of-Year orientations for students in each country to monitor progress; address students' needs appropriate to the timing of each event; and provide additional leadership skills, teambuilding, and other enhancement activities.

Mid-Year Orientation: Arrange a mid-year orientation to meet with all YES Abroad Program participants approximately halfway through their exchange programs. The purpose of this meeting is to assess their progress in achieving Program and personal goals and to provide the necessary assistance to enable them to meet these goals. Discuss participants' experiences so far on the exchanges as a way to reinforce cultural understanding and expectations. As appropriate, the mid-year orientation is a time to review and update communication protocols, program policies, rules, and procedures, as well as health and safety protocols and resources.

End-of-Year Orientation: Prepare participants for bringing closure to their exchange experiences as well as re-entry to their home communities. Ensure that students receive relevant information concerning YES Abroad Program alumni resources and opportunities and discuss individual plans for possible alumni projects.

17. Insurance

Enroll YES Abroad students in ECA's ASPE health benefits plan or another comparable plan, that meets required standards, including emergency medical evacuation and repatriation coverage for the duration of the exchange.

18. Cell Phones

Provide each YES Abroad student with a cell phone and minutes for use in emergencies.

19. Stipends

Provide each YES Abroad student with a monthly stipend of up to \$125, depending on the local cost of living, for pocket money, incidentals, and other expenses.

A2. Substantial Involvement:

In a cooperative agreement, the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and U.S. embassies in participating countries are substantially involved in program activities above and beyond routine monitoring. ECA's involvement may vary depending on level of oversight deemed necessary by ECA throughout the life of the program. ECA, in consultation with embassies and other offices at the Department, is the final authority in making all decisions and providing guidance regarding any programmatic and administrative matters for the YES and YES Abroad programs. The responsibilities of ECA may include:

- Providing guidance and assistance in the execution of all program components and concurrence on many aspects of the program's implementation, materials, and procedures.
- Serving as liaison between the award recipient and personnel within the U.S. Department of State, including ECA management, regional bureaus, and U.S. embassies.
- Monitoring and evaluating the program and its participants through communications by email, phone, and site visits.
- Coordinating with the award recipient in outreach opportunities.
- Requesting periodic and unscheduled reports on students' status and placement details, activities, accomplishments, and well-being.
- Providing guidance and clearance on dates, timelines, and venues for activities and events.
- Participating in student/alumni orientations and workshops (usually U.S.-based events)
- Participating in the YES program implementers' workshop with recipient and its U.S. and overseas representatives. (see responsibility of the award recipient #6 on page 9)
- Coordinating with awardee YES and YES Abroad students and alumni participation in appropriate U.S. Department of State activities; coordinating media coverage and outreach as appropriate to simplify alumni success in the U.S. and abroad.
- Requiring information about YES and YES Abroad participant biographical data, placement data, and alumni contact information.
- Approving program promotional materials and website information prior to publication or public dissemination.
- Representing the U.S. government as the program organizer and sponsor at events and orientations.
- Determining populations and priority areas of focus for YES and YES Abroad recruitment.
- Providing guidance and clearance on geographical location and type of school(s) for YES

Abroad participants.

U.S. Embassies: Involvement by U.S. embassies may vary by country and as the level of oversight deemed necessary by ECA and U.S. embassy personnel changes. The list below contains activities that the U.S. embassy may or may not elect to undertake, in agreement with ECA. The recipient's partners and representatives in each country must be responsive to U.S. embassies' requests and at a minimum follow the guidelines explained in Section #1: U.S. Department of State and Embassy Liaison and Consultation under the "Responsibilities of the Award Recipient" in establishing a strong working relationship with the U.S. embassies in each country. The responsibilities of U.S. embassies may include:

- Serving as liaison between the award recipients and the government of the participating country.
- Monitoring and evaluating the program activities and its participants/alumni through communications by email, phone, and visits.
- Coordinating with the recipient in outreach opportunities.
- Providing input to the overall recruitment plan.
- Advising on populations and priority areas of focus for YES inbound recruitment.
- Participating in or observing recruitment activities.
- Requesting updates on students identified in on-program support cases.
- Participating in student/alumni orientations and workshops.
- Coordinating YES and YES Abroad students and alumni participation in appropriate U.S. embassy activities; coordinating media coverage and outreach as appropriate.
- Requesting information about YES and YES Abroad participant biographical data, YES Abroad placement data, and YES inbound alumni contact information.
- Providing input on program promotional materials and website information prior to publication or public dissemination.
- Representing the U.S. government as the program sponsor at events and orientations.
- Providing guidance and clearance on geographical location and type of school(s) for YES Abroad participants.
- Providing or assisting with a security briefing for YES Abroad students.
- Coordinating with in-country representatives on inclusion of YES Abroad students and YES alumni in appropriate embassy activities; assisting in or coordination of media coverage as appropriate.

Note that there is often similarity in ECA's and embassies' roles, e.g., where ECA provides general guidance, embassies may assist in refining the guidance for in-country needs and applications; or ECA may have oversight of activities in the United States, whereas embassies may provide further support and oversight of similar activities in-country. Whenever guidance received by ECA and a U.S. embassy appears to conflict, the recipient will notify and discuss with ECA's Program Office for clarification and resolution. ECA will make all final decisions for program guidance in such cases.

B. Federal Award Information:

Type of Award: Cooperative Agreement. ECA's level of involvement in this program is listed under A2, Substantial Involvement.

Fiscal Year Funds: 2022

Approximate Total Funding: \$16,911,400, pending the availability of funds

Approximate Number of Awards: 1

Approximate Average Award: \$16,911,400, pending the availability of funds

Floor of Award Range: None

Ceiling of Award Range: \$16,911,400, pending the availability of funds

Anticipated Award Date: July 15, 2022, pending the availability of funds

Anticipated Project Completion Date: September 30, 2025.

Additional Information: Pending successful implementation of this program and the availability of funds in subsequent fiscal years, it is ECA's intent to renew this cooperative agreement for two additional, consecutive fiscal years, before openly competing it again.

The Department reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds.

Some funding for this program may be provided from Economic Support Fund (ESF) transfers. ECA reserves the right to modify the composition of the final award and its funding level.

C. Eligibility Information:

C.1. Eligible applicants: U.S. public and private academic and cultural institutions, exchange-of-persons, and other non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3) may submit applications for this competition. Applicants must have nonprofit status with the IRS at the time of application. Please see the Proposal Submission Instructions (PSI) for additional information.

All applicants must also have a Unique Entity Identifier (UEI) number and be registered in SAM.gov (see additional information about this requirement in D.3. and D.5. below).

C.2. Other Eligibility Requirements: The following additional eligibility requirements apply to this NOFO announcement:

- a.) Bureau grant guidelines require that organizations with less than four years of experience in conducting international exchanges be limited to \$130,000 in Bureau funding. ECA anticipates making one grant/cooperative agreement, in an amount of \$16,911,400 to support all costs required to implement this exchange program. Therefore, organizations with less than four years of experience in conducting international exchanges are ineligible to apply under this competition.

b.) All proposals must comply with the requirements stated in the NOFO and the Proposal Submission Instructions (PSI); non-compliance will result in your proposal being declared technically ineligible and given no further consideration in the review process.

c.) **Sub-awards:** Due to the scope and geographic breadth of this cooperative agreement, ECA anticipates that applicants may propose multiple organizations as sub-award recipients. This approach is encouraged, if necessary, to strengthen the primary award recipient's capacity in each country. Each sub-award recipient must have significant previous experience in youth exchange within the respective country(ies) where it will implement the program. The applicant will, however, be fully responsible for the oversight of its sub-award recipients. Further information on sub-awards is provided in the OMB Guidance 2 CFR Parts 200 and 600, entitled the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards referenced in section F.2.

d.) Only *one* proposal will be considered by ECA from each applicant organization. In cases where more than one submission from an applicant appears in grants.gov, ECA will *only* consider the submission made closest in time to the NOFO deadline; that submission would constitute the one and only proposal ECA would review from that applicant.

Please note: Applicant organizations are defined by their legal name, and EIN number as stated on their completed SF-424 and additional supporting documentation outlined in the Proposal Submission Instructions (PSI) document.

e.) Proposed programs may not include multiple academic year exchanges.

f.) Proposals must identify sub-award recipients, if anticipated, and include letters of commitment from such implementing partners.

g.) Proposals must include all components outlined and involve all countries listed in the NOFO. Applications for the program in a limited list of countries, in countries not listed, having only an inbound or outbound exchange, or omitting other major activity requested or introducing activity clearly outside the scope of the solicitation, will be considered unresponsive to the solicitation and be deemed ineligible for consideration.

C.3. Cost Sharing or Matching Funds: There is no minimum or maximum percentage of cost sharing required for this competition. However, the Bureau encourages applicants to provide maximum levels of cost sharing and funding in support of its programs. When cost sharing is offered, it is understood and agreed that the applicant must provide the amount of cost sharing as stipulated in its proposal and later included in an approved agreement. Cost sharing may be in the form of allowable direct or indirect costs. For accountability, you must maintain written records to support all costs which are claimed as your contribution, as well as costs to be paid by the Federal government. Such records are subject to audit. The basis for determining the value of cash and in-kind contributions must be in accordance with the Office of Management and

Budget's Guidance 2 CFR Parts 200 and 600, entitled the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. In the event you do not provide the minimum amount of cost sharing as stipulated in the approved budget, ECA's contribution may be reduced in like proportion.

D. Application and Submission Information:

Please read the complete announcement before sending inquiries or submitting proposals. Once the NOFO deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

D.1. Solicitation Package Location: The entire Solicitation Package may be downloaded from the Bureau's website at <https://eca.state.gov/organizational-funding> or from the Grants.gov website at <https://www.grants.gov>.

D.2. Content and Form of Submission: Applicants must follow all instructions in the Solicitation Package, including the Proposal Submission Instruction (PSI) document, which consists of required application forms and standard guidelines for proposal preparation. The application should be submitted per the instructions under D.15. "Application Deadline and Method of Submission" section below.

D.3. Unique Entity Identifier Number: You are required to have a Unique Entity Identifier (UEI) number to apply for a grant or cooperative agreement from the U.S. Government. This number is a nine-digit identification number, which uniquely identifies business entities. Obtaining a UEI number is easy and there is no charge. To obtain a UEI number, access <http://www.dnb.com> or call 1-866-705-5711. Please ensure that your UEI (Data Universal Numbering System or DUNS) number is included in the appropriate box of the SF – 424 which is part of the formal application package. For more detailed instructions for obtaining a UEI (DUNS) number, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration/step-1-obtain-duns-number.html>

D.4. Required Proposal Elements: All proposals must contain an executive summary, proposal narrative, budget, and budget narrative.

D.5. Required Registration with the System for Award Management (SAM): All federal award applicants must be registered in the System for Award Management (SAM) database in order to submit a proposal in response to an open competition on Grants.gov.

All federal award recipients must maintain a current registration in the SAM database. Recipients must maintain accurate and up-to-date information in www.SAM.gov until all program and financial activity and reporting is completed on any issued award. Recipients must review and update the information at least annually after the initial registration and more frequently if required information changes or another award is granted. There is no cost associated with registering or updating SAM.gov accounts. Failure to register in SAM.gov will render applicants ineligible to receive funding.

For more detailed instructions for registering with SAM, refer to:

<https://www.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html>

D.6. Federal Awardee Performance & Integrity Information System (FAPIIS): Prior to making a Federal Assistance award over \$250,000, the Federal agency is required to review and consider any information about the applicant that is in FAPIIS (see 41 U.S.C. 2313) and accessible through SAM.gov. If an Applicant is currently in FAPIIS, they can comment on any information about its organization that a Federal awarding agency previously entered. The Federal awarding agency will consider any comments by the applicant, in addition to the other information in FAPIIS, in making a judgment about the applicant's integrity, business ethics, and record of performance under Federal awards when completing the review of risk posed by applicants as described in 2 CFR §200.205 Federal awarding agency review of risk posed by applicants.

D.7. Required Registration with SAMS Domestic: All ECA award recipient organizations and recipient contacts and signatories must be registered with the U.S. Department of State's SAMS Domestic by accessing <https://mygrants.servicenowservices.com> and clicking the "create an account" link. SAMS Domestic is the U.S. Department of State's grants management system and is supported by the Department's Integrated Logistics Management System (ILMS). Recipient organizations and recipient contacts and signatories that have previously used SAMS Domestic as a U.S. Department of State award recipient do not need to register again. If the organization is not able to access the system, please contact the ILMS Help Desk for help in gaining access.

Support for Recipient Organizations and recipient contacts and signatories is available 24 hours, 7 days a week (except federal holidays), and can be reached at 1-888-313-ILMS (4567) or through the ILMS Self Service Portal at <https://afsitsm.servicenowservices.com/ilms/>.

In the event the ILMS Help Desk is unable to provide you with assistance in a timely manner, please contact ECA_SAMSDomestic@state.gov and copy the program officer associated with the solicitation.

Please take into consideration the following information when preparing your proposal narrative:

D.8. Adherence To All Regulations Governing The J Visa: The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of the Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of the Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The award recipient will be responsible for issuing DS-2019 forms to participants in this program.

A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://j1visa.state.gov> or from:

Office of Private Sector Exchange Designation
U.S. Department of State
SA-5, Floor C2, Rm. C2L13
2200 C Street, NW
Washington, DC 20522

Please refer to Solicitation Package for further information.

D.9. Diversity, Freedom, and Democracy Guidelines: Pursuant to the Bureau's authorizing legislation, "Diversity" should be interpreted in the broadest sense and encompass differences including race, color, national origin, sex, age, religion, geographic origin, socio-economic s

Proposals should demonstrate how diversity, equity, and inclusion will enhance the program's goals and objectives and the participants' exchange experience. Proposals should demonstrate how the program will further engage diverse and underserved communities. Programs must maintain a non-political character and should be balanced and representative of the diversity of political, social and cultural life in the United States and abroad. Please refer to the "Support of Diversity, Equity, and Inclusion" review criterion of this document for more information on how this will be reviewed as a part of any application. Please also refer to the "Diversity, Equity, and Inclusion" section in the "Proposal Submission Instructions" document for specific suggestions on incorporating DEI into the proposal.

Public Law 104-319 provides that "in carrying out programs of educational and cultural exchange in countries whose people do not fully enjoy freedom and democracy," the Bureau "shall take appropriate steps to provide opportunities for participation in such programs to human rights and democracy leaders of such countries." Public Law 106 - 113 requires that the governments of the countries described above do not have inappropriate influence in the selection process. Proposals should reflect advancement of these goals in their program contents, to the full extent deemed feasible.

D.10. Program Performance Monitoring and Evaluation (M&E)

A performance monitoring framework is vital to tracking the performance and the direction, pace, and magnitude of change that result from ECA programs. This section pertains to performance monitoring in particular – as this type of monitoring is distinct from grants monitoring or other program monitoring discussed elsewhere in this solicitation. Performance monitoring is designed to assess progress against established goals and objectives across the Bureau and as established for each award.

The Bureau recommends the use of a Performance Monitoring Plan (PMP) to establish your performance monitoring plans for the award. The PMP is an important part of any proposal, as it outlines how the applicant plans to track progress towards the proposed program's goals and objectives through indicators and corresponding data collection questions. These corresponding data collection questions help ensure that the data is being collected in a uniform way across the entire Bureau.

For this proposal, the Bureau recommends the applicant include the programmatic objectives and indicators listed below:

- Objective 1: Advance participant and beneficiary cross-cultural competence and global perspective
 - Objective 1.1: Promote cultural exchanges and enhance understanding between participants and their host communities
 - E1.1.01 Percent of participants reporting that their exchange experience offered opportunities to engage with other cultures
 - E1.1.04: Percent of participants with more favorable opinions of the United States Government
 - E1.1.09: Percent of participants who traveled abroad for the first time because of their program
 - E1.1.10: Percent of foreign participants who traveled to the United States for the first time during their program
 - E1.1.11: Percent of American participants indicating a change in their understanding of their host country's culture and values
 - E1.1.17: Percent of foreign participants with more favorable opinions of the American people
 - E1.1.18: Percent of foreign participants indicating an increase in understanding of United States culture and values
 - E1.1.19: Percent of participants agreeing with statements in support of democratic values
- Objective 2: Increase the impact that participants and alumni have on their communities/countries
 - E2.0.01: Percent of participants who volunteer or give back to their host communities
 - E2.0.04: Number of hours that foreign participants spend volunteering in their host communities
 - Sub-Objective 2.2: Foster participant's belief that civic engagement benefits communities/countries
 - E2.2.01: Percent of participants who have more confidence in their ability to have an impact in their home country

- Objective 3: Strengthen engagement among participants, alumni, beneficiaries, and institutions
 - E3.0.02: Percent of foreign participants who report increasing their network of Americans
 - E3.0.07: Percent of participants who identify as a Department of State program participant
- Objective 4: Strengthen personal, professional, and technical abilities and aptitudes of participants and beneficiaries
 - E4.0.03: Percent of participants reporting an increase in soft skills as a result of exchange program participation
 - E4.0.09: Percent of participants reporting an increase in language skills as a result of exchange program participation
 - Objective 4.1: Participants engage in language, academic, professional, and cultural exchange programs
 - E4.1.01: Total number of participants
 - E4.1.02: Total number of program cohorts
 - E4.1.05: Number of participants in exchange programs with a media literacy component
 - Objective 4.2: Increase ability of participants to recognize and counter disinformation
 - E4.2.01: Percent of participants that increased ability to counter disinformation
- Objective 6: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau's resources, policy, and stakeholder relationships
 - E6.1.02: Number of US study abroad exchange participants from or hosted by Minority-Serving Institutions participating in ECA (both funded and private sector) exchanges
- Objective 8: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau's resources, policy, and stakeholder relationships
 - E8.0.03: Response rate for participant surveys

ECA recommends that applicants use the indicators listed in this section as the minimum requirement for measurement. Applicant-designed objectives and indicators that are specific to the proposed program and this proposal should be added as necessary to sufficiently measure the relevant proposed program outputs, outcomes, and impact over the course of the proposed period of performance

PMPs

Please see below for a sample PMP and accompanying instructions. While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present

below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

- Programmatic objectives, which are statements of the condition(s) or state(s) the program is designed to achieve. Objectives are therefore bound by the resources and timeframe of the program and must be specific, measurable, attainable, relevant and time-bound (SMART). In addition to those outlined above, the applicant may propose other program objectives from the Functional Bureau Strategy, MODE Results Framework (both found here: <https://eca.state.gov/about-bureau>) or other applicant-designed program-specific objectives. For more information on SMART see the ECA Evaluation Division's website: <https://eca.state.gov/impact/eca-evaluation-division/capacity-building>. ECA recommends the proposed PMPs include a minimum of one programmatic objective for each goal included in the PMP.
- Performance indicators are measures used to gauge progress toward programmatic objectives. Indicators should be as specific as possible (following the SMART principles) and include any proposed disaggregations.
 - In addition to those outlined above, the applicant may propose additional program-specific indicators in the PMP.
 - ECA recommends the proposed PMPs include a minimum of one indicator for each programmatic objective.
 - Baseline data (whether collected specifically for the program at the beginning of the award or from a previously existing source) for each indicator shall be included where relevant, as well as the target number to be achieved for each indicator.

The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term impact of ECA programming. Award recipients are responsible for collecting indicator data on participant outcomes only during the period of performance of the exchange itself (see the PMP for guidelines as to when these data collection efforts should occur).

Program Performance M&E Narrative

ECA recommends that there be a narrative section within the program narrative sections of the proposal that outlines how the applicant intends to measure the indicators outlined in the PMP. This will be separate from the PMP and should include but not be limited to:

- An overview of resources available to the applicant that outline the applicant's team structure and responsibilities surrounding performance monitoring
- The mechanism(s) through which surveys and other data collection tools (if applicable) will be administered, including: which platform will be used, how they will be advertised to participants and when – detailing strategies to ensure adequate survey response rates and reduce selection and non-response bias.
- A brief explanation of data analysis and reporting procedures
- An overview of proposed learning plan and feedback loops to ensure that the GO/GOR are informed on performance monitoring issues at regular intervals

Results Performance Monitoring Reporting Requirements

The State Assistance Management System Domestic (SAMS-D) is a database solution that serves as the official system of record for all U.S. Department of State and ECA awards. The Results Performance Monitoring (RPM) module within SAMS-D is an extension module that enables users to report performance monitoring data in the same system where they currently manage federal assistance actions. As part of ECA's efforts to streamline data collection and management, any recipients of this award will be required to input performance reporting data outlined in this solicitation into the SAMS-D RPM. The data stored in the SAMS-D RPM will provide ECA with a bureau-wide, uniform M&E reporting tool that is already linked with other elements of the awards and that existing awardees are familiar with. There is a one-time 3-hour required SAMS-D RPM module training that designated staff of award recipient organizations will need to attend to gain access to the system. Also as part of the reporting requirements, award recipients will also be required to provide ECA with the raw data for surveys in a CSV file through SAMS-D.

Performance Monitoring Plan

Applicant Name:	Example Organization
Fiscal Year and Program Title:	FY## Example Program
Funding Opportunity #:	SFOP000XXXX

Instructions: A performance monitoring plan (PMP) describes the proposed indicators to be captured that demonstrate progress toward achieving the objectives of the program. The table below includes the recommended programmatic objectives and indicators as indicated in the solicitation document. Within this table, please provide any additional applicant-designed objectives and indicators that are specific to the proposed program that measure the relevant outputs, outcomes, and impact over the course of the award's proposed period of performance. (Note: the placement of two rows for applicant-designed indicators is arbitrary – the applicant can add or delete rows as necessary).

While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

Completion: All components of the PMP are included.

Inclusion of ECA Standard indicators: Includes the standardized ECA indicators pre-populated in the PMP template and listed in the solicitation without any adapting of the definitions, data sources, collection timelines and responsible entities.

Baselines and targets: Baselines and targets are included and realistic. If there is no baseline to report, there should be a plan for how to obtain or produce the value in the future.

If the applicant chooses to include any *applicant-designed objectives* and indicators, successful applicants will include the following elements:

SMART Objectives and Indicators: Objectives and Indicators should follow SMART principles (https://eca.state.gov/files/bureau/a_good_start_with_smart.pdf).

Details of indicators: All basic information of the indicators (definition, data source and question, collection timeline and responsible entity) should be included. The definitions of the standardized ECA indicators should be used as examples of what to include and the format.

Depth of indicators: Outcomes should be used where possible to demonstrate if a program is meeting its objectives. While outputs are important to understand if a program achieved what it was meant to do, outcomes demonstrate the larger effect of the program.

Indicator Structure: Ensures that the indicator does not measure multiple things (participants AND host families), does not start with a direction (“Increase” is a result, “Number of” is an indicator), and should reports numeric data (“good test results” is not an indicator)

Redundancy: There should be a clear and distinct reason for each indicator, and the indicator should not overlap with ECA standard indicators. Each indicator should be clearly linked to either an ECA standard objective or a custom objective.

Consistency with ECA Indicators: Key terms are defined the same way. Disaggregations align where appropriate, and calculations follow the same structure.

Definitions of PMP Columns:

Performance Indicator: An observable or measurable characteristic that indicates the extent to which a program objective is being achieved. Specify if the indicator is an ECA standard indicator or a custom indicator.

Definition: Clarifies all terms necessary, provides details on how to calculate the data collected to measure the change expected, and includes any disaggregation (male/female; country; region; age; etc.) that needs to be reported for the indicator.

Baseline: The value of an indicator before the implementation of a program

Target: Specific, planned level of result to be achieved within an explicit timeframe

Data Source and Question: Specifies how the data will be obtained (such as a survey, observation, interview, etc.) and the **mandatory** question linked to the data collection.

When to Collect: Specifies when the indicator will be measured, for example: post-program, end of award, etc.

- A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended
- Award recipients are responsible for collecting indicator data on participant outputs and outcomes during the period of performance of the exchange itself. Any anticipated data collection that occurs post-program should include specific details of when the data collection will occur. Note: The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term impact of ECA programming.

Entity Responsible: Person or entity responsible for collecting the data

Program Goals:

1. Promote better understanding by participating youth from the United States and selected countries about host society, people, institutions, values, and culture;
2. Foster lasting personal and professional ties;
3. Advance mutual understanding, respect for diversity, leadership skills, and understanding of civil society during the exchange experience and beyond; and,
4. Enhance understanding of other countries and cultures among American host communities and improve realistic understanding of American values in host and alumni communities abroad.

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
ECA Objective 1: Advance participant and beneficiary cross-cultural competence and global perspective						
ECA Sub-Objective 1.1: Promote cultural exchanges and enhance understanding between participants and their host communities						
Percent of participants reporting that their exchange experience offered opportunities to engage with other cultures	<u>Participant</u> - A participant is a person or group of persons that has directly participated in, and primarily benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) How much did participation in the exchange program change your understanding or knowledge of the following topics? <ul style="list-style-type: none"> • Host country 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>Exchange's (ECA/EC) "Exchange Visitors".</p> <p><u>Host country</u> - The country in which the participant traveled to for their exchange program.</p> <p>Count Frequency Each respondent should only be counted once per reporting year following their program completion.</p> <p>Calculations Responses to each item should be scored in the following manner: No change – 1 Minimal change – 2 Moderate change – 3 Substantial change – 4</p> <p>The response scores for each item should be summed and divided by the</p>			<p>political system</p> <ul style="list-style-type: none"> • Host country economy • Foreign affairs of my host country • Domestic affairs in my host country • Host country values and culture • Daily life in my host country • Religious and ethnic diversity in my host country • Freedom of speech and press in my host country • Voluntary community service 	activity has ended.	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>number of items they responded to in order to give an average question score for each respondent.</p> <p>To determine the percent value, the numerator is the number of respondents whose average question score is 2 or greater while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>in my host country</p> <p>[Scale: No change, Minimal change, Moderate change, Substantial change]</p>		
Percent of participants with more favorable opinions of the United States Government	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Did your views of the United States government change as a result of your exchange program participation?</p> <ul style="list-style-type: none"> • Yes • No 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>(ECA/EC) “Exchange Visitors.”</p> <p>Counting Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To calculate percentage, numerator will be number of respondents who select “much more favorable” OR “somewhat more favorable” on the survey question. The denominator will be number of respondents who answered the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>If YES:</p> <p>How did your views of the United States government change? Are your views:</p> <ul style="list-style-type: none"> • Much less favorable • Somewhat less favorable • Somewhat more favorable • Much more favorable 	activity has ended.	
Percent of participants who traveled abroad for the first time	<p>Definitions <u>Participant</u> - A person who has directly participated in</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Before this exchange</p>	Post-Program: A post-program collection should occur	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
because of their program	<p>an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Abroad</u> - A country outside of one's home country.</p> <p>Counting Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To calculate percentage, numerator will be number of respondents who answered "no" to the first question while the denominator will be number of respondents who responded</p>			<p>program, had you traveled outside of your home country?</p> <ul style="list-style-type: none"> • Yes • No <p>If YES:</p> <p>Why did you travel outside of your home country? <i>Select all that apply.</i></p> <ul style="list-style-type: none"> • Tourism • Visit friends/family • Participation in another U.S. Department of State exchange program (including U.S. Embassy - sponsored exchanges) • Participation in a non-U.S. Department of 	no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			State exchange <ul style="list-style-type: none"> • Study • Work Other: _____ [write-in]		
Percent of foreign participants who traveled to the United States for the first time during their program	<p>Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Counting Frequency Each respondent should only be counted once per reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator is number of</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Before this exchange program, had you traveled to the United States?</p> <ul style="list-style-type: none"> • Yes • No <p>If YES:</p> <p>Why did you travel to the United States? <i>Select all that apply.</i></p> <ul style="list-style-type: none"> • Tourism • Visit friends/family • Participation in another U.S. Department of State exchange program (including 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	respondents who reply “no” to the first question while denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			<p>g U.S. embassy-sponsored exchange programs)</p> <ul style="list-style-type: none"> • Participation in a non-U.S. Department of State exchange • Study • Work <p>Other: _____ [write-in]</p>		
Percent of American participants indicating a change in their understanding of their host country's culture and values	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><u>Host country</u> - The country in which the participant traveled to for</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>How much did participation in the exchange program change your understanding or knowledge of the following topics?</p> <ul style="list-style-type: none"> • Host country political system • Host country economy • Foreign affairs of my host country 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>their exchange program.</p> <p>Counting Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations Responses to each item should be scored in the following manner: No change – 1 Minimal change – 2 Moderate change – 3 Substantial change – 4</p> <p>The response scores for each item should be summed and divided by the number of items they responded to in order to give an average question score for each respondent.</p>			<ul style="list-style-type: none"> • Domestic affairs in my host country • Host country values and culture • Daily life in my host country • Religious and ethnic diversity in my host country • Freedom of speech and press in my host country • Voluntary community service in my host country <p>[Scale: No change, Minimal change, Moderate</p>		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	To determine the percent value, the numerator is the number of respondents whose average question score is 2 or greater while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			change, Substantial change]		
Percent of foreign participants with more favorable opinions of the American people	Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Did your views of the American people change as a result of your exchange program participation? <ul style="list-style-type: none"> • Yes • No If YES: How did your views of the American people	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>Counting Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator is number of respondents who reply “much more favorable” OR “somewhat more favorable” while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>change? Are your views:</p> <ul style="list-style-type: none"> • Much less favorable • Somewhat less favorable • Somewhat more favorable • Much more favorable 		
Percent of foreign participants indicating an increase in understanding of United States culture and values	<p>Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>How much did participation in the exchange program change</p>	Post-Program: A post-program collection should occur no earlier than before the	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Counting Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations Responses to each item should be scored in the following manner: No change – 1 Minimal change – 2 Moderate change – 3 Substantial change – 4</p> <p>The response scores for each item should be summed and divided by the number of items</p>			<p>your understanding or knowledge of each of the following topics?</p> <ul style="list-style-type: none"> • United States democracy • United States economy • Foreign affairs of the United States • Domestic affairs in the United States • United States values and culture • Daily life in the United States • Religious and ethnic diversity in the United States • Freedom of speech 	<p>participant departs the United States and no later than 6 weeks after an activity has ended.</p>	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>they responded to in order to give a total question score for each respondent.</p> <p>To determine the percent value, numerator is number of respondents whose total question score is 2 or greater while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>and press in the United States</p> <ul style="list-style-type: none"> Voluntary community service in the United States <p>[Scale: No change, Minimal change, Moderate change, Substantial change]</p>		
Percent of participants agreeing with statements in support of democratic values	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC)</p>	To be completed by the applicant	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>To what extent do you agree or disagree with the statements below?</p> <ul style="list-style-type: none"> Voting is important because real decisions 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>“Exchange Visitors.”</p> <p><u>Democratic values</u> - The ideas or beliefs that make a society fair, including: democratic decision-making, freedom of speech, equality before the law, social justice, equality, social justice.</p> <p>Count Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations Responses to each item should be scored in the following manner: Strongly disagree – 1 Disagree – 2 Agree – 3 Strongly agree – 4 The response scores for each item should be summed and divided by the number of items they responded</p>			<p>are made in elections</p> <ul style="list-style-type: none"> Free and fair elections are the cornerstone of democracy An independent media is important to the free flow of information All citizens in a country should have equal rights and protections under the law, regardless of circumstances The rule of law is fundame 	after an activity has ended.	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>to in order to give a total question score for each respondent.</p> <p>To determine the percent value, numerator is the number of respondents whose total question score is greater than or equal to 3 on a 1-4 Scale while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>ntal to a functioning democracy</p> <ul style="list-style-type: none"> • Individuals have the right to free speech and to voice opposition • Organizations have the right to free speech and to voice opposition • Democratic principles enhance the workplace. Supervisors should incorporate democratic principle 		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
				<p>s into their management practices</p> <p>[Scale: Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree, I don't know/I can't ascertain]</p>		
ECA Objective 2: Increase the impact that participants and alumni have on their communities/countries						
Percent of foreign participants that volunteer in their host communities	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Volunteer</u> - To offer one's time or services to an organization or community effort for free.</p> <p><u>Host community</u> - A community or institution that sponsors,</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p>Did you volunteer your time during your exchange?</p> <ul style="list-style-type: none"> • Yes • No <p>My program did not offer the opportunity to volunteer</p>	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>supports, or provides exchange programs support or services. Host communities and institutions do not necessarily directly participate in a program. Benefits to this group most often occur through interaction with the participants and/or alumni during or after the program.</p> <p>Host community members comprise two groups: 1) <u>host families</u> who welcomed exchange visitors into their homes; and 2) <u>host institutions or businesses</u> who provided professional or academic experiences to exchange visitors.</p>					

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>Count</p> <p>Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To calculate percentage, numerator will be number of respondents who answered “yes” while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>					
Number of hours that foreign participants spend volunteering in their host communities	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC)</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p>How many hours did you spend volunteering during your exchange program? <i>(Please note that volunteer hours do not include time spent working as part</i></p>	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>“Exchange Visitors.”</p> <p><u>Volunteer</u> - To offer one’s time or services to an organization or community effort for free.</p> <p><u>Host community</u> - A community or institution that sponsors, supports, or provides exchange programs support or services. Host communities and institutions do not necessarily directly participate in a program. Benefits to this group most often occur through interaction with the participants and/or alumni during or after the program.</p> <p>Host community members comprise two groups: 1) <u>host families</u> who</p>			<p><i>of your professional placement.)</i></p> <p>Fill in the blank:</p> <p>_____</p> <p>[validate as numeric]</p>	activity has ended	

[illegible]

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
Percent of participants who have more confidence in their ability to have an impact in their home country	<p>Definitions</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Home community</u> - The community that the program participant originates from and will return to at the conclusion of the program.</p> <p><u>Home country</u> - The country in which the program participant resides.</p> <p>Count Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculation</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p>As a result of your program participation, how has your confidence in each of the following changed?</p> <ul style="list-style-type: none"> I have the ability to make a difference in the community where I live I have the ability to make a difference in the country where I live I have the ability to make a difference in the global community 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	To determine the percent value, numerator is number of respondents that responded “more confident” to the statement about their ability to make a difference in the ‘community where I live’ while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			[Scale: I am less confident; No change in confidence, I am more confident]		
ECA Objective 3: Strengthen engagement among participants, alumni, beneficiaries, and institutions						
Percent of foreign participants who report increasing their network of Americans	Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC)	To be completed by the applicant	To be completed by the applicant	Primary Source: Survey (self-reported data) Are you still in contact with any Americans you met during your program exchange? <ul style="list-style-type: none"> • Yes • No 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>“Exchange Visitors.”</p> <p><u>Network</u> - An interconnected or interrelated group or system. In the context of MODE, this refers to an interconnected or interrelated group intentionally convened, sustained, or otherwise facilitated through ECA programming.</p> <p>Count Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator is number of respondents who reply “yes” to the first question item while the denominator will be number of respondents who responded to the survey</p>			<p>If YES:</p> <p>Are the contacts you maintain with Americans personal, professional, or both?</p> <ul style="list-style-type: none"> • Personal • Professional <p>Both personal and professional</p>	and no later than 6 weeks after an activity has ended	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	question. Divide the numerator by the denominator and then multiply by 100 for the percent value					
Percent of participants who identify as a Department of State program participant	<p>Definitions</p> <p><u>Participant</u> - A person or group of persons that has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Alumni</u> - Program participants who have been exposed to at least 36 hours of an exchange or a cultural exchange element with the possibility of sustained networking.</p> <p>Count Frequency Each respondent should only be counted once in the reporting</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p>Do you consider yourself a participant of a U.S. Department of State program?</p> <ul style="list-style-type: none"> • Yes • No 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>year following their program completion.</p> <p>Calculations To calculate percentage, numerator will be number of participants who answered “yes” in response to the survey question. The denominator will be number of participants who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>					
ECA Objective 4: Strengthen personal, professional, and technical abilities and aptitudes of participants and beneficiaries						
Percent of participants reporting an increase in soft skills as a result of exchange program participation	<p>Definitions <u>Soft skills</u> - Qualities and behaviors an individual demonstrates to interact with others effectively. Examples include communication, listening, self-awareness, awareness of others, self-initiative, cognitive</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p><i>NOTE: Question 1 is also included in Indicator 4.0.01 and 4.0.05. If at least two of those questions are to be included in a survey, question 1 can be asked once, with two multiple follow-up questions based on an</i></p>	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>competence skills, self-confidence, resourcefulness/resilience, and decision-making and problem-solving skills.</p> <p>Participant - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Count Frequency Each participant should only be counted once in the reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator is number of respondents who select at least one answer option except for "none of the above skills" in the second</p>			<p><i>affirmative response.</i></p> <p>Did you increase your personal and/or professional skills as a result of your participation in this program?</p> <ul style="list-style-type: none"> • Yes • No <p>If YES:</p> <p>Please select the skills you increased. <i>Select all that apply.</i></p> <ul style="list-style-type: none"> • Communication skills • Listening skills • Self-awareness • Self-initiative • Self-confidence • Resourcefulness • Decision-making skills • Problem-solving skills 		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	question while the denominator will be number of respondents who responded to that survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			<ul style="list-style-type: none"> None of the above skills 		
Percent of participants reporting an increase in language skills as a result of exchange program participation	<p>Definitions <u>Participant</u> - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Count Frequency Each respondent should only be counted once in the reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <ol style="list-style-type: none"> Did you improve your skills in another language as a result of your participation in the exchange program? <ul style="list-style-type: none"> Yes No <p>If YES to question 1, ask questions 2 and 3:</p> <ol style="list-style-type: none"> Which of the following best described your ability to speak in that foreign language before your participation 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	is number of respondents who answered yes in question 1, while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.			<p>in the program exchange?</p> <ul style="list-style-type: none"> • No ability at all • Able to communicate only in a very limited capacity • Able to satisfy basic survival needs and minimum courtesy requirements • Able to satisfy routine social demands and limited work requirements • Able to speak with sufficient grammatical accuracy and vocabulary to discuss relevant 		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
				<p>professional areas</p> <ul style="list-style-type: none"> • Able to speak fluently and accurately in all situations • Proficiency equivalent to that of a native speaker <p>[Use display logic to show those choices with abilities greater than the selection in question 2.]</p> <p>3. Which of the following best describes your ability to speak in that foreign language after the program exchange?</p> <ul style="list-style-type: none"> • Able to communicate only in a very limited capacity • Able to satisfy basic survival 		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
				<p>needs and minimum courtesy requirements</p> <ul style="list-style-type: none"> • Able to satisfy routine social demands and limited work requirements • Able to speak with sufficient grammatical accuracy and vocabulary to discuss relevant professional areas • Able to speak fluently and accurately in all situations <p>Proficiency equivalent to that of a native speaker</p>		

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
ECA Sub-Objective 4.1: Participants engage in language, academic, professional, and cultural exchange programs						
Number of total participants	<p>Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Counting Frequency Each participant should only be counted once per semi-annual reporting cycle following their program completion.</p>	To be completed by the applicant	To be completed by the applicant	Administrative Data	Annually	Award recipient
Total number of program cohorts	<p>Definitions <u>Program cohort</u> - A group of participants hosted separately under a program umbrella and following a set course of activities and/or study. For instance:</p> <ul style="list-style-type: none"> • IVLP is a program – each 	To be completed by the applicant	To be completed by the applicant	Administrative data	Annually	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>individual IVLP project conducted in a year would be considered a separate cohort.</p> <ul style="list-style-type: none"> • PFP is a program – the two groups of participants PFP brings to the US each year are each considered separate cohorts. <p>Counting Frequency Each cohort should only be counted once per semi-annual reporting cycle following its completion.</p>					
Number of participants in exchange programs with a media literacy component	<p>Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange</p>	To be completed by the applicant	To be completed by the applicant	Administrative Data	Annually	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Media literacy component</u> - An educational portion of an exchange program that focuses on the ability to identify different types of media and the messages they are sending. It includes activities such as a training, a talk or seminar on media literacy or how to teach media literacy, training for journalism, connecting participants with media experts or providing resources for media literacy.</p> <p>Counting Frequency Each participant should only be counted once per semi-annual reporting cycle following their</p>					

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	program completion.					
ECA Sub-Objective 4.2: Increase ability of participants to recognize and counter disinformation						
Percent of participants that increased ability to counter disinformation	<p>Definitions <u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Disinformation</u> - False or misleading information that is spread deliberately to deceive. Disinformation can include authentic information or true facts that are used in the wrong context to make false connections or it can be outright false information or propaganda.</p> <p>Count Frequency Each respondent should only be counted once in</p>	To be completed by the applicant	To be completed by the applicant	<p>Primary Source: Survey (self-reported data)</p> <p>How would you rate your ability to do each of the following now compared to before program participation? For each, please indicate if your ability increased, stayed the same, or decreased.</p> <ul style="list-style-type: none"> • Validate information I see in the media • Identify accurate information • Think critically about information I see online • Evaluate everyday information I receive from multiple sources 	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>the reporting year following their program completion.</p> <p>Calculations To determine the percent value, numerator is number of respondents that replied “Increased” for at least one question item while the denominator will be number of respondents who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<ul style="list-style-type: none"> Identify false information <p>[Scale: Decreased, Stayed the same, Increased]</p>		
ECA Objective 6: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau’s resources, policy, and stakeholder relationships						
Number of US study abroad exchange participants from or hosted by Minority-Serving Institutions participating in ECA (both funded and private sector) exchanges	<p>Definitions This indicator counts the number of foreign exchange participants, from or hosted by minority serving institutions (MSIs), participating in BOTH ECA’s funded programs and</p>	To be completed by the applicant	To be completed by the applicant	<p>Secondary source (administrative data): Program administrative data and Student and Exchange Visitor Information System (SEVIS) data provided by participants.</p> <p><i>Data collection survey administered by</i></p>	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an	Award recipient

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>the private-sector non-funded programs.</p> <p><u>Study abroad/exchange partnership</u> - Requires an active agreement between an HEI office/department and an international institution to offer their students study abroad and/or exchange options.</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Count Frequency Each respondent should only be counted once in the reporting year following</p>			<p><i>the ECA MELI Unit within ECA to gather internal responses from institutional surveys for the following question:</i></p> <p>Provide the number of program participants placed at the following MSIs categories. If you do not have participants placed at one or other of the other MSI categories, enter "0"</p> <ul style="list-style-type: none"> Historically Black Colleges and Universities Hispanic Serving Institutions Tribal Colleges and Universities Total 	activity has ended	

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	their program completion.					
ECA Objective 8: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau's resources, policy, and stakeholder relationships						
Response rate for participant surveys	<p><u>Participant</u> - A person who has directly participated in an ECA program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p>Counting Frequency Response rates will be calculated and reported semi-annually on surveys that <u>closed</u> (i.e. ceased allowing respondents to respond) in that six-month period, even if the survey opened in the previous six-month period. This may be a single survey or an aggregation, if more than one survey closed in that six-month</p>	To be completed by the applicant	To be completed by the applicant	Survey records	Semi-annually	Award recipients

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	<p>period. Each survey invitation should be counted once, and each response (if received) should be counted once.</p> <p>Calculations The response rate will be calculated by dividing the number of survey responses received by the number of survey invitations issued (sent by email or directly invited in some other way).</p> <p>Note that “survey responses” will include cases in which any portion of a survey was returned (at least one piece of response data provided). It will not include cases where respondents opened the survey and opted out by</p>					

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
	selecting the option not to continue on the opening consent screen.					
Applicant Objective 1: To be completed by the applicant						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant
Applicant Objective 2: To be completed by the applicant						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant		

D.11. Virtual Exchange Component: When changing political, health, environmental, or other similar circumstances require a suspension or halt of in-person activities and where ECA determines that a virtual alternative is appropriate and viable, award recipients should demonstrate the ability and capacity to transition from in-person to virtual exchanges. Proposals should demonstrate the organization's capacity to provide innovative options for virtual activities to substitute for in-person engagement for program participants. Organizations should consider how they will implement virtual exchange activities, given the potential limits to internet access from participants in some locations and while continuing to advance foreign policy objectives and achieve lasting benefits for U.S. citizens and international participants.

In addition to planning for virtual exchange activities if in-person programming is prohibited, ECA welcomes innovative ideas on how organizations can leverage virtual programming technologies during or in addition to in-person programming. ECA encourages organizations submitting proposals in response to this solicitation to suggest one or more virtual exchange components to complement the in-person exchange. The virtual exchange component(s) could come before, during and/or after the physical exchange. The objective for the virtual exchange component(s) is to augment the impact of the in-person exchange described in this solicitation. ECA encourages organizations to propose virtual exchange ideas that take advantage of ECA's existing web and social networking platforms. Virtual exchange components would be coordinated with and approved by the ECA program office and U.S. missions abroad on a project-by-project basis.

D.12. Communications Guidance for ECA Recipients: All ECA Recipients must adhere to the requirements in [ECA’s Communications Guidance](#) on the creation of program branding and attribution, websites, social media, and press.

D.13. Budget Format: Applicants must submit SF-424A – “Budget Information – Non-Construction Programs” along with a comprehensive budget for the entire program. There must be a summary budget, a detailed budget, and a budget narrative. There must be detailed budgets and budget narratives for each sub-award partner, if proposed. Please indicate the number of students funded by country as well as each country’s domestic operating costs. Applicants may provide separate sub-budgets for each program component, phase, location, or activity to provide clarification.

The summary and detailed budgets must use the Standard Budget Categories specified in Part III.B of the PSI.

D.13.a. Allowable costs for the program include the following:

Budgets may include, but are not limited to, the following items:

1. Overseas infrastructure and administrative costs
2. Program materials
3. Promotional materials, including social media and website development and maintenance (proposals must offer examples and provide substantive justification for promotional requests and how the funds will advance marketing needs specific to the programs. General, ongoing promotion and marketing expenses of the organization may not be requested as a direct cost.)
4. U.S. and overseas recruitment and selection costs
5. All international and domestic travel for participants and for staff and volunteers as needed to conduct and support program requirements. International travel for staff should be limited to what is essential for the success of the program, and detailed justification of such must be included in the Budget Narrative.
6. Costs associated with monitoring students, troubleshooting, counseling, and resettling students, as necessary
7. Program materials (an explanation of how materials are used must be included in the proposal)
8. Salaries, communications, and supplies
9. Promotional material, including website development and maintenance
10. Alumni activities
11. Necessary passport costs if participants are financially unable to pay, and visa costs for American students. (U.S. visa fees are waived for YES inbound students on J-1 visas.)
12. Civic Education Workshop costs for 100 students during the academic year
13. Reasonable accommodations funds to be provided to POs upon request to support students with disabilities and additional English language tutoring and resources, as needs arise
14. Personal Protective Equipment (PPE), COVID testing, COVID vaccination
15. Alumni programming costs

ECA funding may be requested for:

1. Stipends and honoraria for non-salaried staff and volunteers
2. Roundtrip transportation for students from their homes to the U.S. embassy or consulate for visa interviews
3. Increasing the capacity of award recipient's U.S. staff, or domestic and overseas partner organizations to manage YES program responsibilities
4. Public relations efforts and other activities that promote the expansion of YES specific recruitment and hosting capacity
5. Regional or national workshops for students/alumni that focus on YES program themes
6. Specially-skilled consultants who support cross-cultural communication and understanding. These consultants may provide training for award recipient staff and volunteers and/or develop printed and online resource materials that support the unique cultural needs of YES students; offer services such as on-call resources for staff, volunteers, host and natural families; and provide additional student support.

For YES Abroad, the following items should be included in the budget submission as part of the per-participant costs:

1. Incidentals allowance: YES Abroad host family can be compensated from a fund based on a rate of \$300 for school start-up costs and other school-related expenses. Receipts must be presented to the implementing organization for reimbursement.
2. Monthly stipends of up to \$125 each per YES Abroad student; stipends must be consistent with the local in-country cost of living for an average teenager.
3. Stipends for host families based on actual expenses may be requested, if the cultural and economic conditions in an otherwise viable country prohibit the identification of appropriate host families. The request will be subject to Bureau and Post review and approval.
4. School tuition and fees, if necessary
5. Minimum two-week language instruction
6. Emergency fund: Based on a rate of \$100 per participant to be used for small emergency expenses, e.g., eyeglasses, minor dental problems, non-reclaimable student debt, etc.
7. Enhancement activities fund: Award recipients should plan significant program enhancements and budget based on a rate of \$400 per student.
8. Tax withholding, as determined necessary, for American YES Abroad participants
9. Cost Sharing: All cost sharing declared in the proposal budget must be auditable. You are encouraged to develop sources of funding to complement the award funds. Private partnerships with corporations or foundations are encouraged. Direct contributions from the applicant organization itself are welcome, both cash and in-kind. Costs borne by host families are considered "in-kind contributions" but may not be declared as a cost share item.

Overall Cost Efficiencies

It is anticipated that differing conditions (e.g., geography and country size, scope of outreach, available resources, application volume, and security concerns) in the diverse countries participating in the program will require different strategies for outreach and recruitment, use of resources, orientations and workshops, alumni support, and many other aspects of programming overseas. Your organization should establish cost guidelines and standards to help individual country teams develop plans and budgets that are cost effective and focused on the primary objectives of recruiting and preparing students for the international exchange and supporting alumni.

Recommended Guidelines

1. Large-scale selection events or activities with significant travel and implementation costs should be limited to participant number of no more than 200% of the final selection number. (e.g. “Selection Camps”)
2. Fee-based testing mechanisms for selection processes should be limited to 500% of the final selection number. (Simpler, recruiter-developed testing processes could supplant the expense of using outside test providers when culling large applicant numbers in initial recruitment stages.)
3. Establishment of internal funding guidelines. In developing and reviewing country budgets, ensure that there is relative consistency and similarity in programs and activities, and that large deviations in cost or level of activity from the average are justified and reasonable.

Budget Narrative

A budget narrative must be included that provides detailed explanation for each budget line item where the activity purpose or means of calculation may not be clear or requires further justification. The budget narrative should include at minimum:

1. Formulae used to calculate totals unless clearly noted in the “description” field of the budget (e.g., travel and per diem costs for multiple people; training materials and expenses based on participant number);
2. Supportive explanation and justification for activities and expenses determined essential, but that may not be understood from the “description” field or from the proposal narrative (e.g., security expenses, unique training, recruitment testing, or support needs due to country-specific conditions, etc.); and
3. Breakdown of costs associated with relatively high amount line-item requests that may be unclear. (e.g., if requesting \$50K for “training materials,” or \$100K for “public relations,” you must provide justification as well as an itemized breakdown.)

Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

D.14. Key Personnel: ECA recommends that the applicant identify intended key personnel positions via an asterisk (*) or other marking in the proposal budget, budget narrative, or a separate appendix. If not provided in the application, recipients must submit the names, titles,

and brief biographical sketches of key personnel to the Grants Officer and GOR within 30 days of an award being issued. Additional information regarding key personnel requirements can be found in the State Department's Standard Terms and Conditions, VI. Recipient Responsibility and Compliance with Federal Requirements (link to: <https://www.state.gov/about-us-office-of-the-procurement-executive/>).

D.15. Application Deadline and Method of Submission:

Application Deadline Date: Friday, May 20, 2022

Method of Submission: Applications may only be submitted electronically through Grants.gov (<https://www.grants.gov>). Complete solicitation packages are available at Grants.gov in the "Search Grants" portion of the system.

D.16. Grants.gov Registration, Application Submission, and Receipt Procedures

Eligible organizations should follow the instructions available in the 'Get Started' portion of the site (<http://www.grants.gov/web/grants/applicants/apply-for-grants.html>).

D.16a. How to Register to Apply through Grants.gov

Applicants should read instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

The registration process can take up to four weeks to complete. Therefore, registration should be done in sufficient time to ensure it does not impact your ability to meet required application submission deadlines. Applicants should check with appropriate staff within their organizations immediately after reviewing this NOFO to confirm or determine their registration status with Grants.gov. Organization applicants can find complete instructions here:

<https://www.grants.gov/web/grants/applicants/organization-registration.html>

D.16b. How to Submit an Application to ECA via Grants.gov

For access to complete instruction on how to apply for Notice of Funding Opportunities on Grants.gov, refer to: <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

D.16c. Grants.gov Support and Submission Issues

Direct all questions regarding Grants.gov registration and submission issues to:

Grants.gov Customer Support

Contact Center Phone: 800-518-4726

Business Hours: 24 hours a day, 7 days a week; closed on federal holidays

Email: support@grants.gov

D.16d. Timely Receipt Requirements and Proof of Timely Submission

Applicants have until 11:59 p.m., Washington, DC time of the closing date to ensure that their entire application has been uploaded to the Grants.gov site. There are no exceptions to the above deadline. Applications uploaded to the site after the application deadline date and time will be automatically rejected by the Grants.gov system and will be technically ineligible.

Therefore, we strongly recommend that you not wait until the application deadline to begin the submission process through Grants.gov.

Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant Authorized Organization Representative (AOR) will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When ECA successfully retrieves the application from Grants.gov, Grants.gov will provide an electronic acknowledgement of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application. Please also be mindful of any Grants.gov generated error messages that may appear during the application process as they may result in some documents not transmitting correctly.

Applicants using slow internet, such as dial-up connections, should be aware that transmission can take some time before Grants.gov receives your application. Grants.gov will provide either an error or a successfully received transmission in the form of an email sent to the applicant with the AOR role. The Grants.gov Support Center reports that some applicants end the transmission because they think that nothing is occurring during the transmission process. Please be patient and give the system time to process the application.

The Grants.gov website includes extensive information on all phases/aspects of the Grants.gov process, including an extensive section on frequently asked questions, located under the "Applicant FAQs" section of the website. ECA strongly recommends that all potential applicants review thoroughly the Grants.gov website, well in advance of submitting a proposal through the Grants.gov system. ECA will not notify you upon receipt of electronic applications.

PLEASE NOTE: ECA bears no responsibility for applicant timeliness of submission or data errors resulting from transmission or conversion processes for proposals submitted via Grants.gov. Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.

It is the responsibility of all applicants submitting proposals via the Grants.gov web portal to ensure that proposals have been received by Grants.gov in their entirety, and ECA bears no responsibility for data errors resulting from transmission or conversion processes.

D.17. Intergovernmental Review of Applications: Executive Order 12372 does not apply to this program.

E. APPLICATION REVIEW INFORMATION

The Bureau will review all proposals for technical eligibility. Proposals will be deemed ineligible if they do not fully adhere to the guidelines stated herein and in the Solicitation Package. All eligible proposals will be reviewed by the program office, as well as the Public Diplomacy section overseas and State Department regional bureaus, where appropriate. Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. All awards will be assessed for risk prior to their issuance. Final funding decisions are at the discretion of the U.S. Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards resides with the Bureau's Grants Officer.

E.1. Review Criteria

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered, and all carry equal weight in the proposal evaluation.

1. *Quality of the Program Idea and Planning:* The proposal should exhibit originality, substance, precision, and relevance to the Bureau's mission and the purposes outlined in the solicitation. A detailed agenda and relevant work plan should demonstrate the ability to ensure that the proposed project accomplishes the stated objectives in the desired timeframe. The proposal should demonstrate how students will be recruited, selected, monitored, trained, and prepared for their role as YES and YES Abroad alumni. The level of creativity, resources, and effectiveness will be primary factors for review. The proposal should be clearly and accurately written, with sufficient, relevant detail.
2. *Support of Diversity:* The proposal should demonstrate substantive support of the Bureau's policy on diversity in all program aspects including participants (exchange students and hosts), and sending and hosting communities, as well as orientation content, program activities, resource materials, and follow-up activities. The proposal should articulate a diversity plan, not just a statement of compliance.
3. *Organization's Record/Institutional Capacity:* Proposed personnel and institutional resources should be adequate and appropriate to achieve the program's goals. Reviewers will assess the applicant and its partners to determine if they offer adequate resources, expertise, and experience to fulfill program objectives. Partner activities should be clearly defined. The proposal should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting and J-1 visa requirements for past Bureau grants as determined by Bureau grant staff. The proposal should include a description of your organization's management of the impact on exchange program administration resulting from the global pandemic. ECA will consider the past performance of prior recipients and the demonstrated potential of new applicants for this program. In addition, organizations designated as Exchange Visitor Program Sponsors must include a discussion of their record of compliance with 22 CFR 62 et seq., including the oversight of their Responsible Officers and Alternate Responsible Officers, screening and selection of program participants,

provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting, and other requirements. The proposal that fails to include the above information in their narrative will be deemed less or not competitive under this review criterion. ECA will review the record of compliance with 22 CFR 62 et seq. of organizations designated as Exchange Visitor Program Sponsors as one factor in evaluating the record/ability of organizations to carry out successful exchange programs.

4. *Multiplier Effect/Follow-on Activities*: Proposed activities should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual ties both during the exchange and after the participants return home. The proposal should provide a plan for continued contact with alumni to ensure that they are tracked over time, utilized and/or organized as alumni, and provided opportunities to reinforce the knowledge and skills they acquired on the exchange and share them with others.

5. *Participant Monitoring*: The proposal narrative must include a detailed monitoring plan for YES Abroad students, given the importance the Department places on participant well-being. You may use the appendices to house additional details and supporting documentation.

6. *Project Evaluation*: Proposals should include a fully developed Performance Monitoring and Evaluation (M&E) narrative and a PMP that includes the goals, objectives, and indicators outlined in the M&E section, as well as any applicant-designed, program-specific objectives and indicators that sufficiently measure the relevant program outputs and outcomes during the period of performance. Proposals will be evaluated for feasibility and alignment with the M&E section, including: 1) M&E resources, monitoring mechanisms, and data analysis and reporting procedures being sufficiently detailed and realistic; 2) a realistic learning plan that provides a strategy to review, understand, and incorporate M&E data into programmatic decisions and practices in conjunction with the Grant Officer/GOR; and 3) a PMP that is complete, clear, and well-organized. All submitted PMPs and M&E narrative sections will be reviewed to ensure the applicant has provided information on the minimum data required as per the solicitation.

7. *Cost-Effectiveness and Cost-Sharing*: Budgets must be accurate, clear, and cost-effective. Applicants must include a budget narrative, which is separate from the proposal narrative that clarifies formulas used and costs that require further explanation and/or justification. Detailed budgets are required, and budget narratives should be included for sub-awards. Applicants must ensure the budget is appropriate and sufficient to complete tasks outlined in the project narrative. The overhead costs of the program, including salaries and honoraria, should be kept as low as possible. The proposal should maximize cost sharing through other private sector support as well as institutional direct funding contributions. The proposal should demonstrate a high quality, cost-effective program.

F. Federal Award Administration Information

F.1. Award Notices: Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures. Successful applicants will receive a Federal Assistance Award (FAA) from the Bureau's Grants Office. The FAA and the original proposal with subsequent modifications (if applicable) shall be the only binding authorizing document between the recipient and the U.S. Government. The FAA will be signed by an authorized Grants Officer and transmitted to the recipient's responsible officer as identified in the application.

Unsuccessful applicants will receive notification of the results of the application review from the ECA program office coordinating this competition following the completion of the review process.

F.2 Administrative and National Policy Requirements: Terms and Conditions for the Administration of ECA agreements include the following: Office of Management and Budget's Guidance 2 CFR Parts 200 and 600, entitled the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Effective December 26, 2014, replacing the previous circulars).

For a copy of the OMB Guidance cited, please contact the U.S. Government Publishing Office or download from the www.ecfr.gov website.

Please reference the following websites for additional information:

<https://www.whitehouse.gov/omb>
<https://www.state.gov/m/a/ope/index.htm>

F.3. Region and Topic Specific requirements: The following additional requirements apply to this project:

F.3a. Palestinian Authority, West Bank, and Gaza Programming: All awards made under this competition must be executed according to all relevant U.S. laws and policies regarding assistance to the Palestinian Authority, and to the West Bank and Gaza. Organizations must consult with relevant Public Affairs Offices before entering into any formal arrangements or agreements with Palestinian organizations or institutions.

Note: To assure that planning for the inclusion of the Palestinian Authority complies with requirements, please contact Kevin Baker at 202-632-6073 or at BakerKM1@state.gov for additional information.

F.4. Reporting Requirements: You must provide ECA with an electronic copy of the following required reports:

- 1.) Performance Progress Reports (PPRs) shall be required at a minimum annually and no more frequently than quarterly. Annual reports shall be due 120 calendar days after the cooperative agreement/grant year; quarterly or semi-annual reports shall be due 30 days after the reporting period. (Frequency of these reports will be determined by the Grants Officer and Program Officer). The complete report and supporting documentation must be uploaded by the Recipient as a *Post Award Activity* under the corresponding record for this Cooperative Agreement/Grant in the U.S. Department of State's [SAMS Domestic](#).
- 2.) The Federal Financial Report (FFR SF-425/SF-425a) must be submitted through the U.S. Department of Health and Human Services' Payment Management System (PMS). The electronic version of the FFR can be accessed at: <http://www.dpm.psc.gov/>. Once a financial report has been approved by the Department, the Recipient must upload the approved report to [SAMS Domestic](#), in the same manner specified for the programmatic reports. Failure to comply with these reporting requirements may jeopardize the Recipient's eligibility for future Cooperative Agreements/Grants.

In the event you are having difficulty uploading reports and the ILMS help desk is not providing sufficient assistance, please email ECA_SAMSDomestic@state.gov.

- 3.) A final program and financial report no more than 120 days after the expiration or termination of the award;

Award recipients will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. (Please refer to D.10. Program Performance Monitoring and Evaluation (M&E) information.)

All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

G. Agency Contacts

For questions about this announcement, contact Program Officer Kevin Baker by phone: 202-374-6073, or email: BakerKM1@state.gov.

All correspondence with the Bureau concerning this NOFO should reference the title and funding opportunity number listed at the top of this solicitation.

Please read the complete announcement before sending inquiries or submitting proposals. Once the NOFO deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

H. Other Information:**Notice:**

The terms and conditions published in this NOFO are binding and may not be modified by any Bureau representative. Explanatory information provided by the Bureau that contradicts published language will not be binding. Issuance of the NOFO does not constitute an award commitment on the part of the Government. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards will be subject to periodic programmatic and financial reporting and evaluation requirements as outlined in the NOFO.

Lee Satterfield
Assistant Secretary for Educational and Cultural Affairs
U.S. Department of State

March 21, 2022